DOCUMENT RESUME

ED 079 922 EC 052 352

AUTHOR	Donahue, Michael J.; And Others
TITLE	Home Stimulation of Handicapped Children: Professional Guide. Parent/Child Home Stimulation.
INSTITUTION	Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education.
SPONS AGENCY	Iowa State Dept. of Public Instruction, Des Moines.; Office of Education (DHEW), Washington, D.C.
PUB DATE	[73]
NOTE	146p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Behavior Change; Creative Expression; Discipline; *Early Childhood Education; *Exceptional Child Education; Handicapped Children; *Home Instruction; Language Development; *Parent Education; Parent Role; Perceptual Motor Learning; Self Concept; *Teaching Guides; Toys
IDENTIFIERS	Iowa; Marshalltown

ABSTRACT

The professional guide to a parent education course on the mental stimulation of handicapped young children is organized by the topics of the 12 sessions: orientation, responsive program, toys as learning tools, creativity, self concept, discipline, behavior modification I and II, language, sensory motor development I and II, and open session. Included for most of the sessions is an overview in terms of goals, objectives, and activities; a discussion guide; scripts of any audiovisual presentations; and any necessary forms. The program is described as including parent/child home toy sessions, and a preschool playroom as well as the parent classes. (For related information see EC 052 351). (DB)

FILMED FROM BEST AVAILABLE COPY

ED 079922

Home Parent

child Stimulation

EC 052 352

ED 079922

"HOME STIMULATION OF HANDICAPPED CHILDREN"

PROFESSIONAL GUIDE

developed by

MARSHALL-POWESHIEK JOINT COUNTY
DEPARTMENT OF SPECIAL EDUCATION
9 WESTWOOD DRIVE
MARSHALLTOWN, IOWA 50158

under

Title VI-B of P.L. 91-230 Grant

administered by

Iowa Department of Public Instruction
Division of Special Education

MATERIALS DEVELOPED BY

Mike Donahue
Director

Glen Romine
Director
Pleasant Hill Developmental Center

Janey Montgomery
Coordinator
Parent-Child Program

Nancy Romine
Instructor
Parent-Child Program

Gary Armstrong
Psychologist

Jack Montgomery
Director
Home Intervention Program

Mel Walden
Psychologist

Illustrated By
Dawn Mitchell

NO PART OF THIS INSTRUCTIONAL MATERIAL MAY BE REPRODUCED

OR TRANSMITTED IN ANY FORM, OR BY ANY MEANS, ELECTRONIC

OR MECHANICAL, INCLUDING PHOTOCOPYING, RECORDING, OR BY

AN INFORMATION STORAGE OR RETRIEVAL SYSTEM, WITHOUT

PERMISSION - IN WRITING - FROM THE PUBLISHER.

ALL RIGHTS ARE RESERVED.

F O R L I M I T E D D I S T R I B U T I O N O N L Y

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
M J Donahue,
Marshalltown Project
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

MARSHALL-POWESHIEK

JOINT COUNTY SYSTEM

DEPARTMENT OF SPECIAL EDUCATION

9 WESTWOOD DRIVE

MARSHALLTOWN, IOWA 50158

TABLE OF CONTENTS

	Page
Session I	
Topic: Orientation	1
Session II	
Topic: Responsive Program	20
Session III	
Topic: Toys As Learning Tools	26
Session IV	
Topic: Creativity	37
Session V	
Topic: Self-Concept	52
Session VI	
Topic: Discipline	67
Sessions VII & VIII	
Topic: Behavior Modification	74
Session IX	
Topic: Language	80

Page

Session X

Topic: Sensory-Motor Development I 105

Session XI

Topic: Sensory-Motor Development II 131

Session XII

Topic: Open Session 139

SESSION I - OVERVIEW

DISCUSSION GUIDE

Introduction
- A. Goals, Objectives, Activities Evaluation
- B. Materials needed

I. Getting Acquainted
- A. Name Tags
- B. Free Discussion
- C. Playroom - children

II. Overview of Parent-Child Home Stimulation Program
- A. Slide-Tape Presentation Narrative
- B. Discussion
- C. Notebooks

III. Demonstration of Learning Episode
- A. Toy
- B. Role Playing
- C. Questions - Answers

IV. Preview of Responsive Program
- A. Assignment
- B. Discussion

V. Forms and Records

SESSION I

OVERVIEW

Goals	Objectives	Activities	Evaluation
1. Relax parents by getting to know other parents in discussion group.	1. Parents will talk to each other in small groups of 2-3 for 10 minutes 2. Parents will introduce themselves or their friend to the group	I. Getting Acquainted (20 min.) A. Name Tags -- Forms B. Free Discussion	
2. Inform parents about the total program (1) preschool playroom		C. Playroom - children	
(2) Discussion sessions	3. Parents will attend to slide presentation	II. Overview of Parent Child Home Stimulation Program A. Slide-Tape presentation (30 min.) B. Discussion (30 min.) C. Handout notebooks	
(3) Home Learning Episodes	4. Parents will role-play the parent-child at home with sound cans	III. Demonstration of Learning Episode (20 min.) A. Toy B. Role Playing C. Questions-Answers	
3. Parents will look forward to next week.	5. Parents will fill out worksheet or home assignments for Session 2.	IV. Preview of Responsive Program (10 min.) a. assignment b. discussion	Record number of attending session 2 and number of class members that complete assignment.

SESSION I -- OVERVIEW

DISCUSSION GUIDE

Materials Needed:

1. 40 - 50 3 x 5" index cards, 25 straight pins, 25 safety pins, 3 - 5 felt markers for name tags
2. forms for attendance
3. 20 notebooks
4. 20 sound cans sacks
5. slides and tape box
6. slide projector
7. tape recorder
8. extension cord
9. screen
10. coffee supplies

I. Getting Acquainted

As parents come in, meet them and introduce yourself. Have a table set aside with index cards, felt tip markers, etc. After they have made their name tag, encourage parents to talk to each other while you pass the attendance sheet around for name, address, phone number, and names and birth dates of children.

After ten minutes then introduce yourself to the group and preview the session.

Ask each parent to introduce themselves by telling their name and something about their children.

After going around the group (preferably in a circle) con-

Place_____ Date_____ No. completed_____

	Name	Address	Phone	Children
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				

clude this part of the program by talking about the preschool playroom.

"We really appreciate the preschool playroom and we know you will too. Many volunteers help us with our program. It is very important that you help your child look forward to the playroom by preparing him at home. Talk about the playroom. What they will do and play, etc. Make this sound important for your child and alot of fun. After you take your child to the playroom, then leave and don't show hesitations or regrets. Don't be embarrassed at crying. It doesn't bother the rest of us so don't let it embarrass you. In fact, at a certain age crying is a very natural response to separation from mother. Children will outgrow this feeling of dependence on mother, but it all depends on how much experience the child has outside the home playing with other children, etc. Remember the playroom is one of the three parts to the total program and not just a place to keep the children while we talk.

Today we want to learn about the parent child project: What it is. What it does. What it has to offer you as parents. What are the benefits for your children?

This slide-tape presentation was prepared by the Marshall-Poweshiek Joint County staff and presents an overview to the program. Be thinking of questions during the presentation, and we will have a discussion following the slides.

(script has been included for preview before the session.)

OVERVIEW OF THE MARSHALLTOWN

PARENT CHILD HOME STIMULATION

PROJECT

A SLIDE - TAPE PRESENTATION

Slide notes

Suggested narrative

My name is Mike. I have cerebral palsy. They tell me I am at least of average intelligence. I am 8 years old and a student at Pleasant Hill. When I was of preschool age, no child intervention program existed. If there had been, maybe I'd be in third grade now. I haven't been to first grade yet.

Music

Martin Luther King said, "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character. I have a dream that human interaction will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and girls and walk together as sisters and brothers."

As Kennedy paraphrased George Bernard Shaw, "Some men see things as they are and say why; other men dream dreams that never were and say why not."

The Marshall-Poweshiek Special Education staff presents the Area VI Parent Child Home Stimulation Program for pre-school children.

Mike Donahue, director of Special Education and originator of the program, suggests that parents in this program all share

one thing in common--a desire to see their children achieve to the best of their ability. Achievement is reflected by performance in areas such as motor skills, social adjustment, emotional stability, concept formation and general development.

When a child is very young, it is sometimes difficult for parents to realize the importance of their role as the child's first and most important teacher. Every interaction is a critical learning experience for the child. Research studies indicate that as high as 80% of mature intelligence is developed by age 8. This suggests that an early experience in the home are important to the total development of the chil

Parents then, by chance or by design, are thrust into a unique position of being the most influential teachers a child will ever have. Their task is to provide experiences that come before a child is ready for academic skills, such as reading, writing, and arithmetic. It is during these formativ years a child's curiosity is nurtured. He learns to learn with joy, enthusiasm, self-confidence and independence. Emphasis is placed on personal-social development during these precious years. A child's future success in school depends as much, or more, on what the parents do in the home as on what the teachers do in school.

Play is a child's work. He is always learning by seeing, tasting, feeling, smelling, hearing, and coping with the objec that surround him. He learns by experiencing his environment.

Learning is enhanced by repetition and practice. Guidanc can be provided by investigating the child's favored activiti

Since play activities are major contributors to early learning, this particular area has been emphasized in the parent child program.

The program itself is divided into three sections: 1. classroom participation. Each week parents discuss various topics such as discipline, creativity, and language. The parents share techniques, discuss problems and solutions in dealing with their children. A psychologist, special education teacher, speech therapist or interest consultant is invited to attend. Toys as learning tools are explored. Game approache are used. Large and small group participation is encouraged.

2. Parent/child home toy sessions. Various toys are used to promote concept development in the weekly learning episodes. These toys are checked out of the toy library and assigned to parents for home use. Concepts are discussed, rules explained, and practice sessions are held. Primary emphasis in this system is placed on the one-to-one adult-child relationship which occurs.

3. Parents appreciate the preschool playroom offered during the classes. While the parents attend the sessions, their children enjoy games, toys, story hours, etc. These experiences enhance the educational and social readiness of the child. After completing the sessions, many mothers volunte to work in the playroom during the next series of classes. They have the advantage of being able to put into practice many of the techniques they have learned from the program.

Music.

Major themes to be found in all twelve sessions are the importance of a responsive environment and the resulting positive self-image occurring to the child.

Childhood is a time when the responsive and eager to please child finds his unique doorway to hope his own image of who he is.

For us, as parents, the responsive environment within the home is an atmosphere whereby learning occurs when we respond to the child rather than having the child responding to us.

The chance to learn in a responsive environment encourages intellectual development. It also builds the individual's self-confidence. Freedom to explore and to make discoveries at his own pace and in his own way is a definite step toward positive self-concept.

The responsive program is directed toward preparing a child for success in the classroom, yet it looks beyond school toward the adult who will emerge. It aims to set the child on a course that will strengthen his self-concept all through his life.

Music.

The topics, behavior modification and self-discipline, provide assistance to parents in dealing with problem areas. Self-discipline is important because it helps a child achieve self-control, which is an emotional and maturity indicator.

Behavior modification stresses the premise that all behavior is learned, both the good and bad. Inappropriate

behaviors can be unlearned in the home through consistency and the proper use of reinforcement. Desirable behaviors can be learned. From the program, parents learn to become change agents.

Music.

I've never seen a lazy kindergarten child. Children age 0-5 seem to be naturally curious. Curiosity is the key to creativity. Parents are asked to expand and utilize their own creativity--the premise being creative parents yield creative children. This session will deal specifically with creativity--home, school, and social inhibitors are reserved and discussed.

Music.

Recognition is given to the importance of language development in children. Language is important as a system of communication, a way of sharing ideas and information with others. Perhaps more important is the relationship of language and thought. Words are the tools of thought. We welcome the challenge of assisting parents and providing their children with this important skill--language.

Music.

Sessions are included which deal with the development of the child's sensory and motor systems. Sensory systems must be intact so that the child can see and hear. We often fail to recognize that is it also important that a child learns how to look and listen.

Moving rhythmically and gracefully is pleasant to watch

and do, but it is also important to the development of laterality, auditory perception, and reading readiness.

Concern for the whole child; getting all systems ready for the count down to school; putting it all together is a recurrent theme in the program.

A faulty assumption often held is that creative and educational toys must be elaborate and expensive. Our toys and games are considered to be merely instruments promoting generalization of concepts. If a toy is limited in scope, for example, promoting the learning of a few geometric shapes or colors, parents are encouraged to rely on their own imagination and expand this idea even to the extent of developing toys of their own.

Music.

Here are a few testimonials from enthusiastic and thankful parents who have had the course:

I am certainly more aware of sensory motor development in preschool children. I see lots of way I can improve the raising of my child.

The seminars on discipline and behavior modification certainly made things more comfortable around my house.

I never realized how important is is to be aware of creativity in the developing child.

This is the first opportunity I have had to get out of the house in quite a while. I really had a good time at the sessions.

Music.

The session on language development was particularly helpful to me because our child has a speech problem.

To me that the emphasis on a responsive environment is the core of the whole program. Through taking the course we have been more than ever concerned about creating the optimal environment in which our children can grow.

Music.

Parents are the best teachers.

"Mike, parents are the best teachers because-- Well, I think they raise you, they are nice. And I think they give you shelter, they give you heat, they give you warmth, and they give you blankets. And I really think they are the best teacher[illegible] the first years of your life 'cause they care for ya and they give you almost everything you need. I think they are the best teachers in growing up, 'cause they know a lot, and we know a lot, and you know a lot.

and I just think that's real nice.

Music.

B. Discussion (30 minutes)

Allow the group to ask specific questions about the program. If the group is hesitant about asking questions, here are some general questions regarding the concepts involved in the program:

1. In what areas of home education can the father play the most important role?

2. What areas can be best handled by the mother?

3. Is it unrealistic to expect the school to correct child problems neglected in the home?

4. Does a child receive as much enrichment from reading a mail order catalogue as he would from reading "Peter Pan?"

5. Should you praise a child's specific accomplishments or his general level of performance?

6. What is the difference between a child who is "spoiled" and one who has a lot of toys and material goods?

7. If your child comes to you with a question about his homework, do you think he will be disillusioned if you say you don't know the answer?

8. Do you think "showing off" is just part of growing up?

C. Handout Notebooks

After approximately 30 minutes of discussion, then hand out the notebooks to the parents. Have them sign the card in the front of the notebook and return it.

These notebooks are checked out to you on a loan basis from the toy lending library. They contain game instructions, materials, party ideas, and many items that make it a great reference book for your home. Complete 14 of the assignments then you may keep the notebook for your use; otherwise, it remains property of the library.

One of the assignments is "Questions asked at the beginning of the course." Sometime this week, we would like for you to fill in the questions as your personal inventory regarding some of the concept we'll be talking about during the sessions. Each week we record those members that hand in the assignment.

The other handouts in session one include: a capsule history of the Parent Child program, several pages of readiness activities which were compiled by an elementary principal as readiness skills a child should be familiar with before entering first grade, and the toy lending library. If any of you would like to visit the library, it is always open, 9 - 4 p.m. at 9 Westwood Drive, the county board of education office. If you attend 7 of 11 weekly sessions, then you will be given your own library card and eligible to check out toys from the library. Notice the attendance sheet in the beginning of the notebook.

III. Demonstration of Learning Episode

Now turn to the instruction for the "sound cans." I would like for you to get in groups of two and go over the directions with each other. Then in a few minutes we're going to role-play and demonstrate how this learning episode should go after you get home.

(Give the group 5 minutes to look over directions, then ask for volunteers to demonstrate parent and child at home playing with the sound cans.) During the time they are looking at the directions, hand out the sound cans, have the parent sign their name on the card and return it to the discussion leader.)

IV. Preview of the Responsive Program

Turn to the assignment sheet for the responsive program.

You may answer these two questions for next week. This is one of the home assignment sheets.

Answers may vary and you can read ahead for the answers. If you complete the assignment before session two, you'll get credit for the notebook project.

Turn to the "Learning Episode Evaluation" form. Each week we ask parents to keep a record of the number of times a day you and your child play the game. For example, put an "x" above Monday and opposite the number of times -- "3".

Post your evaluation form in a convenient place and mark it each day.

Evaluations are handed into the discussion leader at the beginning of each session. For those who hand in seven of the ten "Learning Episode Evaluations" a certificate of course participation and a complete inventory of the toy library will be awarded.

At the bottom of each form there is room for comments. Please make notes regarding variations in the game that you and your child played, any special problems encountered, or unusual ways of using the game. Your comments will make these forms a valuable contribution to the total program and the staff.

Class_____ Attendance Record Date_____

Names of Members	Total	Session I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												

Need to be present at 65% of all sessions, or at least 7 out of 11 to be eligible for library cards.

Class_____ Objectives and Assignments completed Date_____

NAME	Total no. completed	II 2	III 1	IV 2	V 1	VI 2	VII 2	VIII 4	IX 2	X 2	XI 2
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											

Need to complete 70% of all assignments to be eligible for reference notebook (14 out of 20)

Class_____ Learning Episode & Evaluations Date_____

Name of members	Returned Total	II Sound Cans	III Color Lotto	IV Number Puzzle	V Feely Bag	VI Shape O	VII Flannel Board	VIII Color Blocks	IX Pegs & Board	X Wood T Blocks	XI Stack Squares	XII Spinner Board
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												
16.												

Need to return 7 out of 10 learning episode evaluations for certificate and toy library inventory.

SESSION II - RESPONSIVE ENVIRONMENT

I. Professional Orientation
   A. Presenting the responsive program
   B. Ways to keep interest
   C. Specific objectives the coordinator should accomplish with parents
      1. Record and observe behavior
      2. Know your child
      3. Practice using game to develop specific skills
      4. Practice language patterns
      5. Practice techniques of handling disruptive behavior
      6. Practice focusing on a few defined objects at one time

II. Parent Program
   A. (Overlay #1) Description of responsive environment
   B. (Overlay #2) Autoletic activities Promote
      1. (Overlay #3) Free exploration
      2. (Overlay #4) Self-correction
      3. (Overlay #5) Self-pacing
      4. (Overlay #6) Discovery learning
   C. Basically two major objectives to responsive environment (Overlay #7)
      1. Help the child develop positive self-concept
      2. Help child develop his intellectual abilities
         a. (Overlay #8) Intellectual development
            I. Develops senses and perception
            II. Develops language skills
            III. Develops the ability to form concepts
            IV. Develops problem solving
      3. Structure his environment to provide problem solving situations
   D. Three goals we can work toward as responsive parents:
      1. Encourage your child to talk more by asking questions (Overlay #9)
      2. "Closure Busting" (Overlay #10)
      3. Help your child move to more complex levels of thinking
         a. (Overlay #11) Convergent thinking
         b. Divergent thinking
         c. Evaluative thinking
   E. Film: "Children Play"
   F. Conclusion

RESPONSIVE PROGRAM PROFESSIONAL GUIDE

In presenting the Responsive program you must be responsive to the parents at all times. Listen to all their questions, letting others add to the response, when the interest decreases tie that communication into one or several of the overall program's objectives.

To create a Responsive Environment parents must be informed and interested in cooperating. One technique is to use the discussion questions and lead them into expressing their view points, always remember not to let one person dominate the group. Encourage the other side of a controversial issue to be discussed, this is the essences of a responsive environment.

Parents are led by the coordinator who is trained in these techniques. The coordinator helps parents to plan to make careful choice of materials, games, and activities that will accomplish specific objectives.

To do this we must help them learn:

To observe and record behavior
To know what each child can do and then help each to develop specific skills.
To practice using a game or toy to develop a specific skill
To practice a language pattern such as describing a child's action or responding in complete sentences
To practice a technique of handling disruptive behavior such as positive redirection or learning to anticipate problems.
To focus on a few clearly - defined objectives at a time - i.e., color, size shape, categories, etc.

All of the latter we will find to be consistent throughout our total program and sessions, i.e.

Toys as learning tools
Developing a positive self-image
Discipline
Behavior modification
Language Development
Creativity
Sensory Training and motor development and the responsive environment which is the total concept of these programs.

"Now that you are oriented, let's involve the parents and be responsive."

To the parents: Overlay # 1

The responsive environment within the home is an atmosphere whereby we respond to the child rather than having the children respond to us. This is a process we develop and become more aware of by using it daily. The real importance of this is it will aid the child in developing intellectually, as well as socially and emotionally.

It is up to us (adults) to provide a responsive enrivonment for the child to grow and learn.

Overlay # 2

Some conditions the adult must satisfy include:

A. Free Exploration - Overlay # 3 — It permits the learner to explore freely, anything he can see and reach.

Question: How do you feel about this? Should all items be placed out of reach and will a child learn self limitations?

B. Self Correction - Overlay # 4 — The environment includes responsive people and materials which inform the learner immediately about the consequences of his actions.

C. Self-Pacing - Overlay # 5 — The child is allowed to set own pace. He can stay with an activity as long as he wishes without being told to change. If there is a group activity in progress, he may choose to join the group or not.

Children accept group activity play at different stages.

D. Discovery Learning - Overlay # 6 — The child is given time to discover things for himself. This permits the the learner to make full use of his capacity for discovering relations of various kinds. Its structures are such that the learner is likely to make a series of inter-connected discoveries about the physical, cultural, or social world.

Overlay # 7

There are basically two major objectives to the responsive enrivonment:

1. Help the child develop a positive self concept, as it relates to learning about himself, the home, and future schooling.

2. Help the child develop his intellectual abilities, specifically his problem solving abilities.

Overlay # 8

Considering his intellectual development, the programs concentrate on four areas of importance.

1. These programs help a child develop his senses and perceptions - these are the raw materials for thought.

2. A child must develop his language skills because language is the tool for thought.

3. The ability to form concepts become important because concepts help organize thoughts.

4. Finally, they develop problem solving utility because problem solving is the purpose of thoughts.

The parent or adult must begin by structuring the environment to provide problems for children to solve. This is basically one process of the educational games provide at the end of each session. One important aspect is to help a child learn by asking questions in such a manner that they will lead him to ever-increasing discovery and new questions.

Let us consider 3 goals we can work toward as responsive parents:

Overlay # 9

I. Encourage your child to talk more by asking questions that by their nature offers greater stimulation for the child to converse.

Try such phrases as:

"All you can remember"
"All you know"
"What you saw"

Overlay # 10

II. "Closure Busting" - This process is basically stimulating the child to move to solutions of new questions, rather than letting him be completely satisfied with a given answer.

This process works well, if you are classifying objects of making generalizations.

Have the parents group these objects according to fish, birds, and animals that live on land, illustration of closure busging.

"Ask for other groupings"

Warm or cold-blooded
Domestic or wild
Animals we like or don't like

Another example of "Closure busting" is providing new information, after the child thinks he has the answer.

Key phrases to remember here are:

Can you think of another way to rearrange them. . .
What else could have happened. . .
What do you think would have happened if. . .

Overlay #11

III. Help your child move from simple memory or recall kinds of responses to more complex levels of convergent or divergent thinking and to responses involving judgments or evaluations.

Convergent thinking -	putting together a variety of information in such a way that it leads to one answer or one set of answers.
Divergent thinking -	produces many possible ideas or solutions
Evaluation thinking -	information that is recalled from memory or produced either convergently or divergently is often evaluated as to correctness, soundness, or other criteria. This helps the child to know and accept his feelings about what he is doing and thinking. The child is asked to make a judgment based on his personal reactions.

As you develop skills in asking questions, children will develop thinking skills. The more imaginative you can be in conversing with your child, the more creative learning and problem solving that will take place.

Introduce film "Children Play" Have each parent look for several of the different ideas presented thus far in the responsive environment, i.e. . .

A. Child responding verbally more than parent
B. Free exploration
C. Self-correction
D. Self-pacing
E. Discovery learning
F. Divergent thinking

G. Convergent thinking
H. Evaluation thinking

Stop the film from time-to-time to discuss these particular points with the parents. Be critical of the films and search for ways, with the parents, to solve these problems.

Conclusion:

The chance to learn in a responsive environment is a great stimulus to intellectual development and it is also a reinforcer of the individual's self-concept. Freedom to explore and make discoveries at his own pace and in his own way is a definite support to the child's self-image. Competition becomes no threat to his pride. The child is not compared with others who are better or worse than he.

Individuality is encourage.

The responsive environment provides for as much success as possible. On the other hand, with so much freedom to pick and choose activities, a child will undoubtedly choose things that are too difficult from time to time. In this case it is up to the parent to be a skilled observer and recognize frustration and a potential failure-situation. Here the parent should direct the child's attention to another task, one of with he can master but still of a challenging nature.

The responsive program is directed toward preparing a child for success in the classroom, yet it looks beyond the school years toward adulthood. It aims to set the child on a course that will strengthen his self-concept all through his life.

The responsive environment is only one of several programs to be presented. Each session will be discussed individually but all are interelated in the total program to accomplish the ultimate home atmosphere "A Responsive Environment."

SESSION III: TOYS AS LEARNING TOOLS

DISCUSSION GUIDE

I. Main Goals

II. Objectives

III. Discussion Guide To:
- A. Introduction
- B. Film "4's and 5's in School"
- C. Values of Play
- D. Kinds of Toys and Games
- E. Criteria for Selection
- F. A Word of Warning

SESSION III - TOYS AS LEARNING TOOLS

Main goals for Toys As Learning Tools are to show the parents or bring to their attention the importance of toys for learning.

The values of play that children gain from playing are: express feelings, self-image, social integration, improve language and communication skills, and improve motor coordination.

Also, to give parents the resources to turn to for their children in their play.

OBJECTIVES

During the session, have the parents tell of different ideas or activities they have done at home to help their children learn through play and what values the children probably received from them.

SESSION III: TOYS AS LEARNING TOOLS

DISCUSSION GUIDE

When presenting toys as learning tools, remember to bring in session on responsive program--It's goals: 1. to develop intellect and 2. child's self-image. Also, the conditions the parent must provide:

1. free exploration
2. self-correction
3. self-pacing
4. discovery learning

When presenting the film, "4's and 5's In School" (appro. 37m), point out the responsive environment and values of what the children are doing in their play.

In play, a child learns a bit by bit of what the world is--what is wet, what is dry, what hurts, what he can lift and push, what makes things stop and go, hold together, fall apart, and what jobs require calling for outside help.

Children learn through their senses--by feeling, tasting, smelling, seeing, and hearing.

There is no such thing as idle or aimless play. The child is seeking to discover the basic dimensions and operations of the actual world, learning its space-time properties and physical relationships which he must master for living in the world. He seeks what is essential to his growth and muscular strength and skills.

A baby's random movements and a child's seemingly aimless activities are his earliest methods of learning. A baby watching amobile is exploring

with his eyes. A two-year-old tearing papers, besides developing his eye-hand coordination, is testing his mastery or his environment and satisfying his curiosity about materials. When we say an adult is creative, we imply that his work exhibits unusual inventiveness to an unusual curiosity. Backyard mud-pies and lopsided structures of junk are not really different in spirit from the physics lab, artist's studio, or architect's drawing board.

Anyone who has observed a child at play can quickly recognize that he is hard at work. The toddler sits digging in the hard dirt with a metal spoon, scraping and scooping until he strikes a large stone. He may spend an hour digging all around the stone with his spoon or he may get the garden trowel and solve his problem in five minutes. This is the same type of problem-solving task that adults are confronted with every day. The foundation for meeting and mastering these tasks may very well be laid in early childhood.

Some values of play:

Play gives the child a real chance to express his feelings. Through the use of materials, he shows us his happiness, anger or frustrations, and his fixations. For the young child, whose language skills are not yet well developed, play becomes one of the most important ways he can express himself. The skilled adult observer gets invaluable insight by watching the child at play. A child painting at an easel with bright warm colors, using large circular strokes may be telling us how very happy he is today. While the troubled unhappy child may be "pouring out" his troubles on a black finger-painting.

Certain types of play and materials may become very relaxing to the child. They may serve as valuable tension and anxiety relieving mechanisms.

Such things as music and finger painting would probably fall into this category.

Through the use of materials, a child may grow in his own estimation as a person, as he successfully achieves and creates. The child who has mastered a task and yet spends hours still working on it, may be telling us that he really likes himself as he is doing it. This is one vital reason for allowing the child self-pacing. He may work at something he can do for as long as he likes, thus perhaps improving his self-image.

Play becomes a means of valuable social integration for the child. Certain types of materials such as blocks or dolls, or dress-up clothes, encourage the practice of cooperative play and thus social learning. Through their use, a child may learn to accept and be accepted. The frightened or withdrawn child becomes quite sociable with the introduction of a new and appealing toy by a helpful adult or playmate.

Play is one of the main ways a child improves upon his language and communication skills. Dramatic play usually requires a child to communicate verbally, and yet is a subtle, non-threatening means to induce it even from the very quiet child, or the child with a speech problem. Certain toys, such as clay or hand puppets seem to have a magical tongue-loosening quality about them.

Through play, the child improves his motor coordination and increases his body awareness. He learns how his body moves and where it will move. It is his reference point to the world about him. This motor learning becomes vital to his later learning.

During the pre-school years, the child tends to learn through his body and to sense and feel, rather than think, his way through experiences.

Play helps the child build up a basic mass of intimate organic experiences on which his cognitive life will later depend.

It becomes the task of the parents and interested adults to provide interesting and stimulating materials for children's use. This takes a certain amount of creativity and ingenuity on the adult's part. These toys or materials need not be expensive--in fact, you'll find many resources in your home that we as adults normally throw away. Here is a list to show that some of the best toys are free: Let them use their imagination and creativeness. I'm sure this will look familiar to most of us.

Trans. #1

Trans. #2 - List of items

Then there are always those times when we have those long waits, rainy days, sick-in-bed days, that are hard for children and the parents. The solution: "A Surprise Bag" (merely shellack a paper shopping bag filled with those little things that would delight most children. You could also use a regular shopping bag.)

Trans. #3

Trans. #4

Keep this filled and ready to use at all times. Be sure to include a comfort toy. Something the child cherishes, such as a stuffed animal, his blanket, etc., if you are leaving the house. This can be comforting in strange surroundings.

If he has had a "bad day" or going to have a sitter, you might let the child dip into the surprise bag for one thing to play with as a "special surprise."

Of course, every child needs and wants commercial toys in his or her collection. Be sure to include some of each of the following:

dolls, tea sets, trucks, trains. . .anything which might encourage dramatic play

blocks of all shapes, sizes, and colors.

vessels that hold, pour, and float for some constructive water play.

clay, crayons, scissors, paint of all kinds, and anything which might be used for creative art work.

musical instruments and records.

manipulative toys that can be pushed, pulled, shaped, and worked with by small hands.

gross motor toys that encourage the use of large muscles, such as balls and bikes.

books of all kinds on all topics.

The following criteria should be considered as you choose toys and activities:

Do they meet the requirements of those using them as to size, form, indoor-outdoor possibilities and the need for both learning and sheer fun?

Do they interest children?

Do they adapt to more than one purpose, more than one child, or more than one age level?

Do they withstand hard use?

Do they comply with safety standards?

Do they encourage action which can be completed in a relatively short time for young children or challenge the ingenuity and perseverance of older ones?

Do they help the child gain some competence for living in the world?

Do they build a variety of understanding at each child's level?

Do they contribute toward his readiness for the next step in his growth?

Do they invite exploration of the arts and sciences?

Do they develop strength and skill together with eye-hand coordination?

Do they help to strengthen good relationships with other people?

Do they offer opportunity to converse and correspond with others?

Do they provide for both social and independent activity?

Do they arouse wonderment, imagination, or creative thinking?

Do they suggest experimentation?

Do they help children clarify their experiences?

Do they make possible opportunities for children to feel good about themselves as they do their own thinking?

Do they justify their cost?

Do they compare favorable in price to similar articles?

Do they represent what the manufacturer claims in ease of assembling and using?

A WORD OF WARNING

When free play becomes too serious and solemn with the only goal being an aid to specific school learning - it is in danger of no longer being play. Play can lose its spontaneity and become the conscious tool of grown-ups who would manipulate the play of children toward an academic goal. Children can, and do, learn spontaneously!

We can destroy the value of play through our eagerness to provide children with creative media and opportunities to express themselves. If we give such things as Erector sets, model airplanes, or even scissors and paints too soon, they can become discouraging, rather than stimulating.

Adults can discourage creative and serious play by imposing their own adult standards as to how to play the game or doing over or touching-up a child's endeavors at painting, writing, or dramatization. This can

quickly become discouraging to the child's self-concept and cause his imagination to quickly shrink back.

Too many toys can be extremely over-whelming and frustrating to a child, and again he can lose the value of creative play. In essence, he does not know which way to turn and may not be satisfied for long with anything.

On the other hand, a strict rule about only having one thing out at a time may be stifling creativity.

Be sure, too, that as you clean the child's toy-box, to save all those little odd-and-ends that may seem to useless or worn out. These things can allow for more creative play than many of the new commercial toys we feel are so valuable. Probably one of the best ways to destroy creative play and keep learning experiences at a minimum is to stereotype toys as to what a girl should play with and what a boy should play with. The most valuable learning can take place when the child is free to choose any kind of toy or activity.

Beware of the "Pied Piper" of the TV screen who lures your children to expensive, beautiful, and very uncreative toys. Children who are constantly exposed to commercially-made toys, lose appreciation for the home-made toy or the bits and pieces and odds-and-ends that allow them to use their imagination and creativity to the fullest extent.

Too much competitiveness can be extremely defeating to the child. If he cannot do something as well as others, and we as parents place a high value on winning or being first, he may lose out on the importance of any kind of group play.

A toy is a learning material. Learning materials may be defined as those things which stimulate children to discover relationships.

It is through toys that a child understands certain aspects of the physical world.

A good toy is attractive and inviting, well-constructed and durable, safe, non-toxic, challenging, and fun.

It also stimulates a child's curiosity and imagination and lets him discover that which it was expected he would learn.

SESSION IV - CREATIVITY

To overly structure a unit entitled Creativity seems somehow to be a self-defeating approach. The following program is based upon the premise that creativity stems from free exploration and expression, when the individual is appropriately stimulated, and reinforced. It should be used mainly as a guideline and the presenter of this unit should feel free to use supplemental and additional methods in an attempt of conveying feelings conducive to the stimulation of creativity and free expression. This is an attempt to break away from traditional educational procedure. Habit strength is necessary to learning, but can be detrimental to free expression and creativity. Through reinforcement of creative expressions and through multi-modal environmental stimulation, the child can better maximize learning and expressive potentials.

SESSION IV

CREATIVITY – DISCUSSION GUIDE

I. Evaluation of previous toy.

II. Demonstration of Learning Episode.

III. Preview self-image.
  A. Discussion leader _____
  B. Objectives
  C. Assignments

IV. Topic: Creativity.
  A. Discussion leader _____
  B. Equipment
    1. Overhead and overlays
    2. Film (Why Man Creates) and projector
  C. Handouts:
    1-3. Assignment sheets
    4. Class activities
    5. Be Aware...
    6. A Key...
    7. Transmitting Creativity
    8. Bibliography

V. Introduction.

VI. Film.

VII. Presentation - Discussion - Involvement.

VIII. Conclusion.

PRESENTER OBJECTIVES

1. In conclusion, participants in the creativity session will provide at least 80% compliance to the five objective criteria.

2. Each person attending will provide at least 80% compliance to the five objective criteria.

OBJECTIVE CRITERIA

1. Creative parents yield creative children?

2. The following three institutions: home, school, and society to some degree inhibit creativity?

3. Reinforcement of natural curiosity is an important key to the development of creativity?

4. I possess creative potential?

5. A child's environment should contain materials conducive to the development of creativity?

DISCUSSION GUIDE: CREATIVITY

What is creativity? Creativity to me, is first, the ability to bring a thing or things into being from seemingly unrelated parts. I would like to have you now make as many words as you can from the word CREATIVITY. (overlay 1 - "Creativity" - allow 4 to 5 minutes for this)

Many individuals do not realize the creative potential they possess, but man does create. Why does he? Why isn't he content with the current status quo?

At this point we will view a short film entitled "Why Man Creates." The film deals with the title question, but does not directly answer it. Your responsibility is to collate your own thoughts with what the film says and formulate your own answers when the film is finished. (Show film "Why Man Creates" - Pyramid Films, Inc. Available from Area VI Resource Center, 30 minutes. At conclusion discuss individual responses, attempt to collect a group answer.)

In the beginning God created the heaven and the earth. The biblical account tells us that God created something from nothing. Man has yet to be able to do that. Man, however, is highly creative. Perhaps man became man because of the onset and evolution of the creative process.

Although man has yet to be able to create something from nothing, he is capable of bringing into being a totally new object or situation from seemingly unrelated parts or materials. For example, a great artist transforms a blob of clay into an object of awe. A musician performs a musical composition adding his own creative interpretation, and electrifies an audience.

Creativity is an outgrowth of the thought process. The thought process is possible because of man's neurological structure. Here we have a sketch of what the brain looks like. (overlay 2) The brain is composed of

15 to 17 billion individual neurons. (overlay 3) Individual neurons, of course, are microscopic, They work chemically and electrically, information then is passed from one neuron to the next and is the physical property of thought. The dendrite is the receiver for the individual neuron and the axon is the sender. There is always neurological activity going on in the nervous system. (even during sleep) The number of possible neural inner-connections in man (remembering now there are 15 to 17 billion neurons in the human brain) is greater than the number of stars in the sky or the number of grains of sand on the earth. Man's brain then is highly complicated and extremely capable. It has been said that a very intelligent person who is working up to his capacity in society is only using about 10% of his brain power. Obviously then, 90% is going unused. Even the very best performing human is only utilizing approximately 10% of his brain potential. In spite of this seemingly limiting factor, man has been creative enough and has advanced enough to learn how to fly to the moon, to cure previously incurable diseases, to once in a while organize a society that is not in state of war, and to grant himself very high degrees of physical, personal comfort. Man has been able to often learn from experience and observation and creatively assemble unrelated parts into innovative devices and behaviors. Of course, man has a long way to go considering the wars and the prejudices and the close mindednesses still rampant in the world today.

Despite the fact that all normal human brains look almost exactly alike, regardless of their intellectual ability level, each individual person has a fantastic capacity for unique perceptions, responses, and behaviors.

(Show Rorschach figure - overlay 4) I would like to have each of you look at this visual image, decide what you think it is, and write it down on the paper in front of you.

(At this point the presenter will encourage discussion of individual perceptions of the visual image to reinforce the point of individual uniqueness of response.)

Many of you saw something completely different than the rest. You perceived what you perceived because of individual past learning experiences and your own unique creativity. My point is: Everyone has a great potential for creative thought.

How many of you think you have a good deal of creative potential? How many of you think you are extremely creative people? You see, none of you do. Almost none will respond that they are creative. And <u>everyone</u> is. Do you agree? (encourage discussion)

What is creativity? Secondly, creativity to me seems to be the ability to break mental sets. Some psychologists have described all of human behavior as being a series of different games. Perhaps you've read or heard about Eric Berne's book "Games People Play" or perhaps you've heard the song "Games People Play."

Oh the games people play now, every night and every day now
Never meaning what they say now, never saying what they mean
While they wile away their hours in their ivory towers till
they are covered up with flowers in the back of a black
limousine.
People come walking up to you singing glory hallelujah then
they try to sock it to you in the name of the Lord.
They're going to teach you how to meditate,
read your horoscope and cheat your fate and the furthermore
the hell with hate but they don't really give a damn.

This song was written by Ray Stevens and is an interest commentary on life as it seems to be. Most children learn rapidly the rules of these intricate games. There are certain things you "must" do and there are certain things that you "must not" do. For example, you must not shout in church. You probably shouldn't pray overtly in the swimming pool. A businessman in sandals is unacceptable. A member of a hippie commune with wingtips is equally unacceptable.

There are various neurologically preset rules by which we operate also. One of these seems to be majority rules. (overlay 5 - two squares and a circle.)

Tell me, which of these three figures is out of place here? Wrong! It's the two squares. You see, majority rules --- usually. (overlay6--nine dots)

I would like to have you now, using four straight lines connect all of the dots without lifting your pencil from the paper. (Allow 3-5 minutes for this. Then show overlay 6A).

It seems to me that the neurologically preset rule here is that we tend to think we must stay within the boundaries. This probably has something to do with what psychologists call "perceptual closure."

The more creative person (or possibly the more uninhibited person) tends to break the rule. How many fantastically successful and gifted individuals have you known or heard of who are nonconformists to a great extent. Why do you think this is so? (encourage discussion)

The main point of this topic in my estimation is: CREATIVE PARENTS YIELD CREATIVE CHILDREN. Perhaps that frightens you. None of you were willing to admit that you had an above average amount of creativity. Perhaps you are saying at this point that everyone has more creativity than they really think they do. But let us now discuss how we might promote creativity in our children.

I would like to approach this topic by considering how creativity is inhibited in three different instances: 1) society 2) the school, 3) the home. Perhaps you would agree there is a huge amount of social pressure today for people to behave according to pre-existing patterns. Remember "Games People Play?" Isn't it interesting that a group of five or ten people can stand together on a street corner for a period of ten minutes waiting for the same bus and quite possibly not speak a word to one another? Why is this so? (encourage discussion)

Recent psychological studies have shown that many persons are more concerned about "saving face" than telling the truth or even enduring physical pain. It seems a high priority need for individuals to insure that others do not view them as less than a socially adequate individual. Perhaps some of the dissensions in society today are forcing people into various groups, causing them to identify with the overt behaviors of others in their group more than logically and realistically working out individual truths and behavior patterns for themselves. For example: let us consider two groups of people (Overlay 7 - Hawk and Dove symbols) As one group will consider all the poeple who display this slogan on a bumper sticker and the other group will be those people who would display this slogan on a bumper sticker. What are the basic differences (encourage discussion)

(Overlay 8 - previously #1) I feel that many of the routines in school significantly inhibit creativity. Consider the problem. You have 25 - 30 six year olds in a classroom and you are the teacher. Perhaps the first thing you would try to bring about would be control, not creativity. Perhaps this is very necessary. Often times, however, the methods of obtaining control and conformity, which are necessary, often go too far and inhibit creativity. Perhaps you have some ideas on how schools could better promote creativity or what you might do as parents to influence changes that need to be made. (encourage discussion)

Through research educational psychologists have told us that self-discovered learning is more likely to be remembered than other imposed learning. (overlay 9 - Eureka)

A recent, and I think impressive trend in education, is the"self-discovery" model. If a child has a question about something it is the

teacher's role in this model to outline alternative paths in that the child can discover the answer himself instead of being told the answer. (Encourage discussion at this point. There will probably be some reaction against this view.)

I have never seen a lazy kindergarten child. (Overlay 10 - Birds and kids) I have seem some lazy first graders, more lazy second graders, and lots of lazy third graders. What happens to them? (Encourage discussion) Perhaps control and conformity are being emphasized more than creative, self-discovered learning.

Let's consider creativity and the inhibitions thereof in the home setting. (Overlay 11 - playpen) Do you recall what I mentioned was the main point of this presentation? CREATIVE PARENTS YIELD CREATIVE CHILDREN. Even with guidance and encouragement, growth towards independence and hence creativity, is not easy. Often there must be pain and sometimes fear as children reach out towards the unknown. Mistakes and failures cannot be avoided along the way; there may be occasional backward steps but, if they meet success much more often than failure, children have reasons for learning to realize their strengths as persons. The joy and pride of gaining confidence in their own powers makes the effort of reaching out worthwhile.

We must be careful to provide materials for the child, but to optimally foster creativity, we must not over structure, over explain, over use, or defeat the purpose of any of the materials. Why do children on Christmas morning, tend to play with boxes the toys came in, or the wrapping paper or the Christmas tree itself? Why do parents get uptight about this fact? Do parents think just because they bought a "plaything" that that is what the child must play with? I submit this particular Christmas

morning exercise is a further attempt at categorization and societal lockin. Books are for learning from, toys are for playing with, furniture is for staying off of, people are for impressing, etc.

A child's environment should be spiced with various materials conducive to the stimulation of creativity. It's nice to have books around. It's even nicer for the child to see the parents reading books. Clay, paint, hammer and nails, wood, sand, water, cardboard, construction paper, etc. have proven to be excellent materials. Unfortunately, perhaps not all of these materials can be present in the middle of the living room. Go a step further with the child than the obvious use of some of the materials. When the child says "what is this" go further than telling him that it is a coat hanger. Tell him it is a coat hanger but ask him what else it could be, ask him what it looks like. Ask him what it looks like it could be or could do. Show him that it could be a bow and arrow.

Maladjusted children are probably not the product of parents who say "no" too much, but who say "yes" too little. According to the laws of psychology, children need to have structural limits, they need to learn for their own personal safety at times, through negative reinforcement. The punishment should be short term and very vivid. Tell him no he can't do that and then spank him if necessary. But ten minutes later when he is doing something that is quite acceptable, tell him what a good kid he is, tell him how big he is, tell him how much you love him. The imagination of your child is about all the material you need to foster creativity in your home. Childhood is a time of your life when fluent imagination and creative mentality develop rapidly. Eric Erickson described this age in a child's words, "I am what I am. I am what I imagine I can be." (Overlay 12 - child imagining) I believe that children

will be creative if they are free from unreasonable restraint and afforded appropriate materials and experiences with which to work. Once again CREATIVE PARENTS YIELD CREATIVE CHILDREN. If the parent is free from total domination by the routine of the day and can be attuned to his environment to gain from his satisfactions beyond the first order of recognition, the child will tend to do likewise.

Recapping a bit then:

1. Please realize that you as an individual possess a great amount of creative potential.

2. CREATIVE PARENTS YIELD CREATIVE CHILDREN.

3. The process of transmitting creativity from parent to child is not that difficult. I believe that young children are naturally curious. Because of man's highly developed brain, one who is curious is also creative. The former yields the latter. I believe that children learn in spite of their teachers, many times. I believe that children become creative in spite of their parents, many times. I believe that we often overstructure children and in getting them to follow the protocols in order that they might learn, they lose the very spark which makes learning enjoyable -- thereby, yielding creativity. Children learn from natural, everyday experiences. When near a young child, take some time, sit back and think about his learning as he carries out the tasks of play.

4. Not only realize the creative potential that you as a parent have, but continue to foster your own curiosity and creativity.

At this point, we will break up into groups of equal proportions and the groups will be allowed to choose which of the following activities in which they would like to engage:

1. Compose a list of methods of how to squelch creativity in your child.

2. Write a poem about the creativity cycle.

3. Compose a list of reasons why you disagree with the approach taken by the presenter in regard to the transmission of creativity.

4. Define creativity.

5. Develop an original game to be played with a number of people in your group, utilizing a ping pong ball, a light bulb, and a loaf of bread.

6. Develop a game to be played by a number of people in your group utilizing a spool of thread, a dixie cup, and a catcher's mitt.

7. Formulate a group answer to the question: Why does man create?

8. Make a list of things the members in your group consider to be more important than creativity in the upbringing of your child.

(After 15 minutes, form into the large group again and encourage reporting and discussion of the group work activities.)

I would like to conclude today's session by showing you five steps which I believe to be of value in promoting creativity in your child. (Overlay 13 - Five Steps)

1. Let the child be free

2. Make sure there are varied materials and experiences in his environment.

3. Answer all his questions.

4. Reinforce him for any initiative in the direction of creativity.

5. Learn with him.

(Allow for disagreements or discussion as long as time permits.)

In closing, remember: CREATIVE PARENTS YIELD CREATIVE CHILDREN. The burden of truth is on you. But children are naturally curious and curiosity leads to creativity. The burden is easy and creativity is fun.

CONCLUSION

The presenter will conclude by asking each individual to number a paper from one to five. He then presents the objective criteria to the group in question form. (Yes or no possibilities only.)

After the objective criteria has been presented, he counts the number of no responses, computes percentage of compliance, and takes names of individuals not meeting the second of the presenter objectives.

SESSION V

DEVELOPING A POSITIVE SELF - CONCEPT -- PROFESSIONAL GUIDE

I. What is the self - concept?

II. How self - concept develops

A. Overlay # 1 - Description of a rich self - concept, for the RED experience indicate positive environmental experience internalized into his pattern of self.

B. The BLACK experience are negative in nature and for the most part react in a total positive development of the self.

C. Discuss illustration of weak self - concept.

III. Areas that keep the self - concept from thriving

A. Experiences that never happen.

B. The "IF" of doom.

C. Weighing the risks.

D. Experiences that hurt.

E. Confusing experiences.

IV. Areas in which parents can reinforce the child's self - concept.

A. Reliance on others.

B. An awareness of what constitutes a problem for a child.

C. Awareness of the child's readiness or lack of readiness for particular tasks.

D. Valuing the child for himself and not for his skills.

E. Protection against danger.

V. The child from dependent - to - independent behavior and ways parents can assist.

A. A sense of achievement.

B. Opportunities and failures.

C. Individual differences.

D. Imitation.

E. School days.

F. A sense of responsibility.

VI. Conclusion

VII. Films - "Claude"

"When Should Parents Help"

A. Briefly describe the film "Claude" and discuss with parents.

B. The film "When Should Parents Help" has four segments. Stop film after each segment and discuss the various aspects of a positive self - concept.

It must be remembered by the Chairman that more than likely you will not complete all of the material in this session. The important thing is to remember, LET PARENTS DISCUSS THE VARIOUS SUBJECT AREAS. Your main function will be to keep the discussion moving and to tie the communication together at the end of the discussion.

DEVELOPING A POSITIVE SELF - CONCEPT -- PROFESSIONAL GUIDE

I. What is the self - concept?

The self - concept is a learned system of expectations, a group of feelings about oneself based on his overall experiences. We know it is a psychological construct; it does not have a physical existence and have never been seen. The term "self - concept" is only a verbal symbol, a useful tool for summing up what that person feels about himself.

II. How self - concepts come about.

Children are not born with any attitudes or value systems. These are learned processes of time. The roots of the self-concept takes hold early in life and their original images of themselves are formed in the family circle. They develop these images of who they are in relation to the behavior of the people around them, particularly through the ways in which their behavior is received by the adults who are important to them.

Illustration of developing self - concept

Overlay # 1

Organism - as - a - whole in environment - as - a - whole

As can be seen by the overlay an individual develops his concept literally with hundreds of thousands of ex eriences. The more experiences this individual has and the more responsive we are to these the wider and more complex his cone of life will become. From this complexity we can foresee an individual who will be able to handle many of life's situations with a larger degree of tolerance.

Since the child, in fancy, is not clear as to where he ends and the world begins he first experiences both self and world as one. Since he has no background of experience to lean on and to compare with present situations, his perceptions of the way he is treated weigh heavy in affecting his concept of self and the world.

The kind of self - concept a child develops is a result of all the things he experiences. If the infant spends most of his waking hours being comforable and if the responses to his cries of discomfort are fairly immediate, he will begin to develop the concept that the world is a pretty good place and that he must be a fairly good person to be kept this comfortable. If, on the other hand, his experiences are limited, frustrating, long periods of discomfort persist despite all his efforts, then he will begin to develop the feeling that the world is "not so hot," that he doesn't rate, and that he has little control over things.

Of course, every child has some experiences that build his self-concept. And every child has some that tear it down. But it is the sum total of these experiences that determine whether his concept will be strong or weak.

Take a child who has a weak self - concept, who lives with criticism, hostility, ridicule, and shame most of his waking hours. He would have lack of confidence in others which in turn would undermine his confidence in himself. This could set a pattern that will, in the future, make it difficult for others to help him. The basic lack of confidence in others will tend to isolate him from the very sources that could bolster his self - concept.

III. Areas that keep the self-concept from thriving.

A. Experiences that never happen:

Evoking fear is an all-too-common method of managing children. The most usual way is through the use of threats:

I'll spank you.

I'll keep you in.

I'll take away your toys.

I won't love you anymore.

Pain, deprivation, loss, --these are perhaps the most common content of threats used against children.

But many adults, certain that they never threaten children, would be astonished to learn that what they think of as solicitous warnings, are threats of experience that we hope to keep from happening:

Look out.

You'll fall.

It will burn you.

You'll get hurt.

Warnings of impending physical danger are uttered many times a day, and they can evoke fear in a child just as surely as threats of the "I'll spank you" type. True, some of these warnings are necessary and advisable. Children must be warned of real danger to themselves or others. But too often, this type of threat becomes mechanical, and almost reflex reaction to the child's natural desire to examine the world around him.

B. The "IF" of doom.

Children are constantly cautioned that IF you are not careful something terrible will happen.

Mommy'll cry IF you get dirty.

We'll go away and leave you IF you aren't good.

These statements of "IF" only create confusion and frightening possibilities for children. The only lesson they learn with any clarity, is that a vast number of terrible things might happen to a small boy IF...

C. Weighing the risks.

Children get their experiences from experimenting, exploring and investigating. Of course, a certain amount of risk is involved and it is natural to want to prevent unfortunate occurrances from taking place. But that risk must be weighed against the risk of having a child who is timid, who lacks curiosity, and a sense of adventure.

Removing dangerous or "precious" objects, providing play space suitable toys and safe adventures are far more constructive than threats and warnings. When warning is in order, it should not predict an experience that never happens. Threatening to leave the child or to stop loving him or to give him away, only serves to fill the child with unrealistic fears that will gnaw at the roots of his self-concept.

D. Experiences that hurt.

A small child reaches out for something and is hurt by it. Next he does not reach out, because he is afraid the hurt will repeat itself.

This is the simplest kind of example of hurt as a deterrent to the growth of overall self-concept. Whether it is physical hurt, or merely fright which the child suffers, the principle is the same.

The effects of physical experiences of this sort can be far-reaching. Suppose a baby pets a dog, the dog snaps, and the baby is frightened. We know from observation that he may react in different ways.

1. His fright may be only temporary. He may be quite prepared to pet another dog, not immediately, but soon.
2. More likely, he may be afraid of dogs for sometime to come.
3. His fears may extend to certain other animals that have a resemblance to dogs.
4. He may become afraid of all animals.
5. His fear may even reach as far as teddy-bears or fur coats.
6. Even more generalized fears - such as fear of strangers or the dark.

Through these observations, it has been found that a child who has a well-developed reliance upon the adult figure, support when physical and even emotional pains, can better handle these situations.

E. Confusing experiences.

If all self-concept stoppers were clearly unpleasant or disagreeable, they would be easier to deal with. Unfortunately, they are not. Many experiences are not themselves noticeably unpleasant, but somehow manage to create mysterious, confusing

complications in the child's relations with people he depends upon.

When parents are not prepared to let their child grow up, they tend consciously or unconsciously, to make things complicated for the child. The new experiences the child seeks out - experiences that are normal, healthy, and constructive - are in conflict with the relations between the child and the parent. The child is then forced to make a choice. Will he avoid new experiences and remain safely tied to his parents' apron strings? Or, will he risk parental disapproval and displeasure in order to seek out new experiences?

Whatever the choice in this type of case, the results are bound to be damaging, to the child's self-concept. If he does not have new experiences, he will lack the sense of achievement. But, if he cannot get along with his parents, he will lack the sense of security that is equally important for a healthy self-concept.

Even with the best efforts of parents, children will be exposed to confusing experiences, experiences that hurt, experiences that create conflict. Some of these experiences are unavoidable, but they need not be destructive to the child's concept of self. As I have said before, it is the sum total of his experiences that count.

IV. Areas in which parents can reinforce the child's self-concept.

A. Reliance on others.

The infant is completely dependent on the adults around him.

From then he gets physical care and the love that assures its continuance.

He has little of the physical or intellectual equipment necessary for self-confidence. And yet it is out of a secure reliance on others, out of a feeling that somebody will come when he is in distress, that the child first begins to develop a self-concept.

B. An awareness of what constitutes a problem for a child.

Many adults often forget that activities and decisions that are routine for them may present thorny problems for the child. The nursery school youngster may have trouble buttoning his clothes. The schoolager may have great difficulty in budgeting his small allowance. Failure to solve any of these problems not only can be frustrating, they may lower the child's confidence in his abilities to deal with the world around him. If the child seems to be handling the problem competently, it is best merely to reassure him that he is on the right track. Success by his own hand will build a strong self-concept. But if he is having difficulties, tactful help from the parents may give him the extra strength he needs and will lessen the chances of frustration.

C. Awareness of the child's readiness or lack of readiness for particular tasks.

Parents should be alert to that child's abilities at any given point. But forcing him into activities or decisions for which he is not yet ready merely increases the chances for failure and lessens his chances for a positive self-concept.

D. Valuing the child for himself and not for his skills.

Success in mastering skills can be a great boost to self-concept. And acquisition of skill should be encouraged with praise and approval. But not all children can acquire all skills. Susie may have no aptitude for music. Math may be something at which Johnny will never be more than passable good, and Hal may be too slight physically ever to be very successful on the football field. Placing stress on the importance of music, math, or football may simply convince these children that they are generally worthless and inferior.

E. Protection against danger.

Even minor pain can be frightening for a child, a broken limb or a severe burn can do serious damage to a self-concept. The individual can become timid, fearful and develop a negative self-concept because of the damaged area. Prevention is better than cure here, but if injury does occur or the child becomes ill, he should have all the attention and comfort he needs. This will help to lessen the frightening aspects of the illness or accident and will reinforce his own resources for taking the episode in stride.

V. The child from dependent to independent behavior and way parents can assist.

As the child grows in years and in inches, his independence should grow, too. Not that he ever can or should be completely independent of other humans. But we do expect him to become able to take care of himself, to make his own decisions, to play the part of a responsible adult in society.

There is no fixed age at which a child passes suddenly from dependence to independence. Even in the years when he is most dependent on others for a feeling of security, he needs opportunities for independence to sustain and encourage the beginnings of confidence in his own powers.

The following are areas to consider in the child development of his self-concept and becoming more dependent:

A. A sense of achievement.

Children obtain a sense of achievement in a variety of ways, depending on their age, sex, and interests. For a two year old, pushing the lawn mower from one side of the yard to the other may represent a feat that to the four year old will seem negligible. For the seven year old, mastery of a bicycle may provide all the sense of achievement that election to the high school honor society does for his fifteen year old brother. But the principal is the same: The child sets his sight on some task that is somewhat more difficult than anything of the sort he has done before and he derives a keen sense of achievement from performing that task successfully.

B. Opportunities and failures.

Even failure, however, when it is the exception rather than the rule, can be profitable.

Learning one's limitations as well as what one can achieve is important in the overall development of self-concept. Your child should know the areas in which he can be independent and the areas in which he must expect to rely upon others for

help. But failure must be compensated for by a greater degree of success. A firmly established sense of independence makes it easier to ask for and accept help when one's own efforts are about to end in failure. On the other hand, a weak sense of independence, when confronted with a problem beyond his power to solve, would probably be viewed as one more bit of evidence that he cannot really cope with his environment and would resign himself to failure.

C. Individual Differences.

As children grow older, their interests begin to diverge more sharply. Girls will pursue different activities from boys and even within each sex group there will be wide range differences. It is important to understand and respect individual differences; to refrain from forcing the child into an activity in which he is not interested or for which he has no talent; and, to avoid comparisons between children.

Many parents use the technique of comparing one child with another, in an effort to stimulate children to greater achievement. Mrs. Jones, for example, instead of encouraging the individual interest and talents of her several children, constantly compared one unfavorable with another. There are many things that Sally does well, but Mrs. Jones never referred to these. Instead, she would point out that Sally, who did not like to read, should make an effort to become as good a reader as George. Mrs. Jones expected too much. Her comparisons were really demands that each child roll up in himself the desirable traits of all the

other children. This is bound to make each of the children feel inadequate and inferior to the others, thus, shattering his self-concept.

D. Imitation.

Another important aspect in the pattern of development of a healthy self-concept is that many children want to copy the actions of grown-ups around them. Three year old Greg will try to use a hammer and nails the way his father does. Sue will try to handle her baby doll the way her mother does and later, they will copy the attitudes and mannerisms of their First-Grade teacher.

While children's efforts to act grown-up may provoke laughter, or irritation, in adults, they do serve important functions. They not only help the child assume the increasing responsibilities that come with increasing age, they reassure him that he is - or will be - a match for the grown -up world on which he is now so dependent upon. Teasing or discouraging children when they imitate grown-up ways robs them of opportunities to feel independent.

E. School Days

The start of school is a high point in the growing-up process. In itself, it is a symbol that a child is more grown-up, and more independent of home and family. However, in addition, school opens up new opportunities for being on his own; furthering his independence; and, reinforcing his self-concept. Because school is a place where the child is thrown in with other children his own age, it becomes a competitive situation. Because it is a place where many of his new experiences occur, it becomes a reality-testing situation.

Because it is a place devoted to learning, it becomes a value-setting situation. Attitudes toward competition, toward reality, toward values are shaped at home. Wider social horizons represented by the school make it particularly important in the formation of these attitudes.

F. A sense of responsibility.

Developing a sense of responsibility in children is a slow process. In infancy and the early years, the child is too absorbed in himself to really appreciate the feelings and needs of others. The most that can be expected of him is that he will assume a certain amount of responsibility for himself. Yet, even here, he is quite limited. He is not physically or emotionally equipped to take care of himself, and he must rely largely on others to care for him.

By the time the child starts grade school, he usually can be given responsibility for keeping his personal possessions in place. At six or seven, he may be ready to take care of a pet. And, at eight, he may be ready to budget an allowance and tackle some simple household chores. By nine, he may be a great "joiner" and in his club activities he can learn something about the responsibilities of a member of an organized group. The extent to which the child can assume responsibility for himself and others will increase throughout the grade school. When he reaches adolescence, he may seem, alternately, as irresponsible as some two year old, and as idealistic and group minded as the most mature of adults, with all the concerns and worries of society upon his shoulders. By and large, though, this is

the period in which his own ideas about responsibility will crystallize and their scope increase.

VI. Self-concept as a whole.

To sum up! Self - concept is composed of many intertwining feelings about one's self, about life and about other people. Because so many of these feelings are so closely realted to each other, it is rather difficult to sort them. But, from what we have seen, we can say that the self-concept takes roots early in life and their original images of themselves is formed in the family. It is a learned process and is continually changing.

VI. Films

A. "Claude"

B. "When Should Parents Help"

This film has four segment of children in varying situations. Stop film after each sequence and discuss with the parents as to its importances to a positive self-concept.

S E S S I O N V I

DISCIPLINE

DISCUSSION GUIDE

I. Evaluation of previous toy.

II. Demonstration of learning episode.
   A. Toy
   B. Role Playing

III. Preview behavior modification
   A. Discussion Leader _____
   B. Objectives VII and VIII
   C. Assignments VII and VIII

IV. Topic: Discipline
   A. Discussion Leader _____
   B. Equipment needed.
      1. Overhead projector and adaptor.
      2. Felt tip marker.
   C. Handouts:
      1. Thoughts on evaluation of discipline.
      2. Definition of discipline.
      3. Small group definition (discipline).
         Group concensus (discipline).
      4. Discipline means "to teach."
      5. Discipline and self-control.
      6. Supportive reasons for self-discipline.
      7. The responsive disciplinarian ( ).
      8-9. Discussion questions.
      10. Evaluation form.
      11-12. Inference problems.
      13-17. Case histories.
      18-24. Playettes.
      25-26. Personal case history.
      27. Bibliography.

V. Introduction.

VI. Presentation.

VII. Open discussion.

S E S S I O N V I

DISCIPLINE

DISCUSSION GUIDE

V. INTRODUCTION

This will be a participation or involvement session - as much as possible. Rather than lecturing to you for the next two hours, I at least, would prefer we work together. Hopefully, we will agree on a definition of discipline; identify and evaluate various disciplinary techniques; discuss the importance of self-discipline in a child--for that matter, in adults too; and, explore developmental stages leading to self-discipline.

Another reason for group involvement, besides personal preference, has to do with an ancient Chinese proverb: I hear - and I forget; I see - and I remember; and, I do - and I understand. One could probably make a statistical case from this sequence. Many of the children I have evaluated appear to be involved in learning, to the extent they can become involved in hearing, seeing, and specifically, doing.

The goal today, is to explore the importance of self-discipline. We will attempt to do this, within the structure of definition, communication, and evaluation. No doubt, there are many other approaches, but all would have to be organized in some way, and this particular approach seems, to us, most expedient for the time allowed.

VI. PRESENTATION

Let's turn first to the topic outline. Under Section IV, please refer to handout #7. Can you think of a synonym (single word which may mean the same) for "the responsive disciplinarian?"

Good suggestions!!

I would like you, for the time being, to consider the word teacher and write it in the slot.

Fine!!

Now if you will turn to page - "Thoughts on evaluation of discipline" and take turns reading, beginning at my left.

Are there any comments?

Who didn't get a chance to read? Lucky person! Will you please read Definitions of Discipline on the following page?

Thank you.

Comments?

Now we will work on a group definition of the term discipline. To accomplish this, we will divide into 2 or groups. Each group will select a chairman who will report on his or her group's definition at the end of approximately 10 minutes. The teams will be designated A, B, & for future trophy considerations.

After each chairman's report we will consider both definitions and attempt to arrive at a total group consensus.

OK - now let's break up into groups. Your elected secretary will record your group definitions on the worksheet page .

Reports.

Effect group consensus for single definition of discipline. Record on the same worksheet.

Comments.

Ask group to read "Discipline Means To Teach" (silently).

Comments.

Group reading: take turns reading "Discipline and Self-Control" starting on the right.

Discussion.

Explore reasons why self-discipline is an important goal. Any new reasons other than those presented under Supportive Reasons... listed at the bottom of the second page.

Ask class members to make single word inserts after the "Responsive Disciplinarian" and "The Effective Parent." If necessary, refer again to handout #7 in the topic outline.

Ask for agreement or disagreement of items under the "Responsive Disciplinarian." Are there any important conditions you feel may have been omitted as we went over the material?

Page Discussion questions. Read and ask for comments.

Explain that the evaluation form is merely a modified check list

to aid in problem solving. Go over terms. Emphasize the first two problem areas: rules and limits. Problems are often magnified in these areas because of lack of specificity on the part of the parents, i.e., they assume that their rules are clearly stated, precise and totally understood by the child. The child on the other hand, sometimes only partially understands the rules and limits so there exists, before the fact, a communication breakdown.

I'd like you to turn to page and match nationalities with what you feel are their most appropriate traits.

After matchings are compared and a consensus relatively accepted, ask for comments. If the observation is not made that such a task is totally invalid because all nationalities share these traits, and more, then emphasize the futility of such an exercise.

Point out that such a task is predicated on a false assumption. Stress the danger of assuming too much--particularly in verbal communication. If adult communication is often less than efficient because too many assumptions are made about mutual and/or implicit understanding then the problem becomes ever more serious between adult and child. Refer back to rules and limits problem areas on the evaluation sheet.

Now we are going to take a short test. Read the paragraph at the top of page entitled Observation and then circle the appropriate indicator. After completion and the correct answers

have been identified, ask how many people failed to circle any ? choices. Point out that most are so used to only T F alternatives they assume there are no other options. Stress fact that this is an inference or assumption exercise. Point out again that behavioral decisions or judgments are often made with diminished accuracy when too much has been taken for granted or assumed. Relate back once again to rules and limits problem areas.

Practice in use of evaluation form. Ask participants to read case history #1 on page and then fill out evaluation form. Compare notes and go on to remaining case histories. Fill out evaluation forms and compare notes.

Cast for roles on playette.

"Carol Has Not Learned To Share -- Why?"

Ask for volunteers and if there are none-- assign roles.

Evaluate.

Comments.

Case for roles in playette "One of These Days ...."

Evaluate.

Comments.

Ask class if they would like to submit several more personal case histories. Select several (2) and outline pertinent facts

on the personal case history forms. Encourage all to evaluate from the facts given and to consider alternatives.

Discuss briefly materials in bibliography.

Make assignment. Refer, again, to assignment sheet in behavior modification session.

VII. OPEN DISCUSSION.

SESSIONS VII AND VIII

BEHAVIOR MODIFICATION

DISCUSSION GUIDE

I. Evaluation of previous toy

II. Demonstration of Learning Episode

A. Toy
B. Role playing

III. Preview Language

A. Discussion Leader _____
B. Objectives
C. Assignments

IV. Topic: Behavior Modification:

A. Discussion Leader _____
B. Equipment needed:
1. Overhead projector and adaptor
2. Felt tip marker
C. Handouts:
1-2. Definition of Behavior Modification
3-4. Do's and Don'ts of Behavior Modification
5. Definition of Reinforcement
6. Four Ways to Influence Your Child's Behavior
7. Suggested Reinforcers and Application
8. I Told A Boy
9. Assignment # 1
10. Graph Worksheet
11. Behavior List # 1
12. Behavior List # 2
13. Case Evaluation Form
14. Pinpointing Behavior
15-18. Behavior
a) Learned
b) Maintained
c) Eliminated
19-23. Test #1
24. Assignment #2
25. Case Evaluation Form
26-27. Contracting
28. Sample Contract
29-30. Case Histories and Questions
31-32. Case History (Problem)
a) Worksheet
33-37. Test #2
38-40. Glossary
41. Bibliography

V. Introduction

VI. Presentation

VII. Free Discussion

SESSIONS VII AND VIII

BEHAVIOR MODIFICATION

DISCUSSION GUIDE

V. INTRODUCTION

The behaviors a person emits throughout his lifetime are learned through the environment in which he finds himself. For the most part, we will concern ourselves with social learning because the problems, we as parents are faced with, are generally couched within a social framework. Most problems, we observe in our culture, occur because of pressures or needs of society found within smaller settings of home, school, or job.

OPTIONAL

However, a few comments about the natural environment may provide an illustrative setting before we make the transition to social influences. We change our behaviors to survive in a given environment with a minimum of punishment. Two key words in this statement are survive and punishment. You may feel more comfortable substituting other terms such as adapt, adjust, conform, or discomfort. At any rate, some event occurs in our environment which we perceive with our senses, and we react in some manner--usually by movement.

ADAPTIVE BEHAVIOR:

Man has made buildings, beds, air conditioners, food storage facilities, heaters, etc., ad infinitum as a learned response to some preceding event. What are some consequences that reinforce some of the above behaviors?

MALADAPTIVE BEHAVIOR:

Often, the environmental event, or cue, is misinterpreted and the organisms response is inappropriate, maladaptive or deviant. A primitive analogy might be:

> It was very hot and a man's small crop was dying;
> He danced - an offering to his gods - petitioning for rain;
> That same day it rained.

Question:
1) What was the environmental event?
2) What was his response?
3) What was a consequence?
4) Did it support his response?
5) What did he learn?
6) How might his behavior in this, and other similar situations, be maintained?
7) Was his behavior -
   a. adaptive

b. maladaptive
c. appropriate

VI. PRESENTATION

Please turn, first, to the definition of behavior modification, page ____, and begin reading from the left. Read approximately one paragraph each.

Are there any comments?

Now let's review some Do's and Don'ts of behavior modification, page ____. Feel free to interject your feelings and/or comments at any time.

Good!

You have a small exercise to complete under Definition of Reinforcement, page ____. Read the heading and fill in the blanks.

Discussion.

Generally, there are two types of reinforcers: 1) tangible or material and 2) intangible or social. The latter is generally considered to be the stronger, longer-lasting change agent for the human organism. Can you think of examples of each type of reinforcer?

Reinforcers can be identified by:

1) observation: what activities or consequences seem to appeal to the child.
2) interest survey: ask the child what he likes.
3) contingency reversal: intorduce a reinforcer - observe behavior - discontinue reinforcer - observe behavior - compare rates of behavior.

If, when you are employing what you consider to be a reinforcer and no change in behavior is observed, then you can be reasonably sure the other person does not consider the consequence rewarding. It is also possible the consequence is neutral and the person responding does not consider it as relevant.

Read, silently, four ways in which you can influence your child's behavior, page ____.

Comments?

Let's review some consequences which strengthen behaviors, page ____. Can you think of some other possibilities? If you subscribe to "Grandma's Rule" would another strongly entrenched behavior be considered a reinforcer?

In "I told a boy", page ____, let's try to identify consequences which influence behavior. What type of consequences are most often instrumental in promoting self-confidence and self-sufficiency?

Good!

How many of you completed assignment #1 this last week? Did you have any problems?

All right! Using the information you have recorded, let's plot a graph on the worksheet, page ____. If you didn't all start on the same day, let's first indicate the appropriate days along the time line. Now take your # of occurrences per day and put a small x opposite the frequency line which corresponds to the recording day.

Very good! Now you have graphed a base line against which you can compare the efficiency of your chosen reinforcers this coming week.

Turn now to the Behavior Lists pages ____ and ____. Select either page depending on whether you are mainly concerned with strengthening or weakening behavior. List several concerns, then review and decide which are really the most important. Re-number - indicating new priorities.

Now, you may either refer back to the list of suggested reinforcers, or dream up some new ones, yourselves, which you think may strengthen the behaviors you've listed as concerns. If you are concerned with weakening behavior, then you'll have to play detective again and speculate as to what reinforcement (consequences) you feel is maintaining the behavior.

You may attend to any new behaviors if you wish, but please, for the coming week, stay with the original behavior selected in assignment #1.

Using case evaluation form on page ____ (which you're already familiar with) let's see if we can identify any problems you may have had this past week in recording behaviors.

Fine!

Let's turn now to pinpointing behavior, page ____. Read the heading and indicate your position on the worksheet.

Comments?

As we go over the next few pages concerning behavior, follow along with me. You are welcome to comment at any time and there is a place for notes at the end of this topic.

Discussion.

Assign take home exam I. You can refer to any of your material for help. Also, refer to Assignment #2, page _____.

Graph treatment line.

Evaluation - using case evaluation form.

Discussion.

Turn to contracting, page ____. Take turns reading from right.

Fill out contract questionnaire on the following page.

Comment on a sample contract, page ____.

Read case histories and go over addended questions.

Ask class to read case history problem on page ____. Then do the problem worksheet on the following page.

Go over Exam II in class. Might ask for contributions, but identify correct responses (to be marked for reference.)

Comment on Glossary and Bibliography.

Make assignment for Language. Refer to the assignment sheet in that session.

VII. Open discussion.

SESSION IX LANGUAGE

DISCUSSION GUIDE CONTENT

I. Outline: Goals, Objectives, Activities, Evaluation

II. Promoting Better Film and Slide Presentations

III. Discussion Guide

IV. Overview of Language Development

Terms Inventory

A. Slide presentation

B. Discussion

V. Language Readiness Activities in The Home

A. "Language Development to 60 Months"

B. "How To Teach Your Child To Talk"

C. Random slide for discussion

D. Parent handouts

VI. Film

A. Introduction

B. "Teach Your Child To Talk"

C. Discussion

VII. Early Identification of Speech Problems

A. Definition

B. Types of Speech Disorders

C. Parent materials

VIII. Summary of Goals

IX. Brainteaser - Key

X. Discussion Guide Worksheets

S E S S I O N I X L A N G U A G E

Goals	Objectives	Activities	Evaluation
1. Prevention of unnecessary speech problems through parent education.	1. Parents will understand and discuss principles of language development as it relates to their child.	IV. OVERVIEW OF LANGUAGE DEVELOPMENT A. Slide presentation (30 min.) 1. Why is language and speech development important to mothers of preschool children? 2. What are the requirements of normal speech and language development? 3. How does your child learn a new word? What process is involved? 4. In summary, what have we said? B. Discussion. 1. Review questions. 2. Relate to responsive environment.	1. Terms Inventory. Parents will check a series of language-related wordlist with: "yes" if they understar the meaning of the wor and "no" if they do not know the meaning.

S E S S I O N I X L A N G U A G E

Goals	Objectives	Activities	Evaluation
	2. Parents will use some of the basic "terms" in pinpointing Language Skills and will suggest appropriate language activities to be used in the home.	V. LANGUAGE READINESS ACTIVITIES IN THE HOME (30 Min) A. Summary of language development to 60 months (handout). B. Examine copies of "How To Teach Your Child To Talk". C. Randon slides - What language skills are required in the following slides? What other activities would you suggest in the home? D. Refer to parent hand-outs for language games and Toy Library materials.	2. Discussion leader will tally comments using the basic "terms in relation to the random slides shown.
		VI. FILM (20 min) A. Introduction. B. "Teach Your Child To Talk" C. Discussion.	Main points in the film have been included in the 20 item true and false brainteaser.

S E S S I O N I X L A N G U A G E

Goals	Objectives	Activities	Evaluation
2. Early identification of speech problems for Preschool Training.	3. Parents will check out materials regarding various types of speech disorders. 4. Parents will know what services are available through the county unit and other agencies where to make contact for referrals.	VII. EARLY IDENTIFICATION OF SPEECH PROBLEMS (20 min) A. Definition. B. Types of Speech Problems. C. Parent materials for study. D. Services and agencies that provide speech training for preschool children. VIII. Summary of Goals A. Prevention of unnecessary speech problems through parent education. B. Early identification of speech problems for Preschool Training.	3. Discussion leader will tally number of pamphlets etc. checked out each week on a voluntary basis by parents. 4. Brainteaser A twenty item true and false test will be given at the end of the session to determine if individual terms in the "Terms Inventory" can be identified and used correctly by the parent Goal: 75 to 80% Post Comprehension Factor

PROMOTING BETTER FILM AND SLIDE PRESENTATIONS

The instructional value of a film or slide presentation is greatly increased if you -- 1. Prepare your audience by introductory remarks and
2. Discuss the film afterwards.

Always preview the film before the session. The more you know about the film the more you will be able to direct the attention of the audience to the instructional aspects of the film.

As discussion leader, your enthusiasm is your audience's first clue to the merits of the film. Arouse their attention and willingness to view the film. The audience should know "why" they are watching this particular film before it begins.

Plan an outline for your introduction of the film, but during the session speak extemporaneously. Describe the film's format. Rough out the central idea. Tell the audience they will be able to discuss the film afterwards.

If the group wants to discuss a particular section of the film, then stop the projector and discuss. After questions, prepare the group for the next sequence. Research has shown that stopping the film has increased learning from some films.

After the film, allow questions and comments to come from the group. In case of emergency "shyness" always have a list of appropriate questions that you can use. Conclude by asking someone to summarize the film or the remarks made by the discussion group.

SESSION IX LANGUAGE

DISCUSSION GUIDE

(To be followed after Evaluation of previous toy, Demonstration of Learning Episode and Preview of Sensory Motor I)

EQUIPMENT NEEDED:
1. Extra sheets, Terms Inventory.
2. Slide projector.
3. Extension cord.
4. Box of slides.
5. Film projector (check 2 prong adaptor for 115 outlet).
6. Film: "Teach Your Child To Talk".
7. Discussion guide.
8. Extra parent handouts.
9. Blue box of parent materials from library.
10. Extra sheets, Brainteaser.
11. Poster - Discussion questions for slides.

INTRODUCTION:

1. Introduce yourself to the group by telling about your background and interest in language development.

2. Have the group members introduce themselves or each other by telling:

    1. Ages of children.
    2. What aspects of speech and language they are most interested in - development or correction, etc..

    3. Have group refer to the "Term Inventory". This is a personal checklist of language terms we will be using in this session. Check "yes" if you understand the meaning of the word and "no" if you do not. During this session in our discussions if we don't explain these terms to your satisfaction, please be sure to ask questions.

    4. Collect the papers for recording. After the session tally the responses.

TERMS INVENTORY

This is your personal checklist of language terms we will use in this session. Check "yes" if you understand the meaning of the word and "no" if you do not.

Term	Yes	No
1. Models	_____	_____
2. Responsive environment	_____	_____
3. Hearing	_____	_____
4. Listening	_____	_____
5. Language acquisition	_____	_____
6. Babbling	_____	_____
7. Self-correction	_____	_____
8. Reinforcement	_____	_____
9. Gestures	_____	_____
10. Normal non-fluency	_____	_____
11. Sound discrimination	_____	_____
12. Voice inflection	_____	_____
13. Self talk	_____	_____
14. Imitation	_____	_____
15. Speech therapist	_____	_____
16. Pronunciation	_____	_____
17. Articulation	_____	_____
18. Comfort sounds	_____	_____
19. Stimulation	_____	_____
20. Comprehension	_____	_____

IV. OVERVIEW OF LANGUAGE DEVELOPMENT

A. Slide presentation.

Introduction.

The theme of this session is "Prevention of Unnecessary Speech Problems Through Parent Education." This portion of the session is divided into four sections. Each section begins with a question, then a series of slides develops the answer.

(Allow the group to discuss other answers or make comments after each question and answer has been presented.)

Slide	Suggested Narration Guide
S 1 Question	Why is speech and language development important to mothers of preschool children?
S 2 Discussion Group	Through parent education many unnecessary problems can be avoided. We will be talking about language development from birth to five years. Ask questions and comment whenever you like.
S 3 Parents with child	Language development is an essential ingredient in our culture. Many parents expect language skills to develop automatically. However, language is a learned behavior.
S 4 Face	This little fellow does not know how to talk with adults. The rudiments of language are obtained in the first 24 months of life. At three months he begins his career of cooing and babbling which evolves into imitation of adult noises by his 1st birthday. Who is his first teacher of language? (Pause)
S 5 Dishes S 6 Playing	Parents need to be good "models" for their children's language development. What the child imitates will be largely determined by what he sees and hears, the responsive environment, without necessarily being aware of what it is all about.
S 7 Talking	It is the imitation that provokes language.

Slide	Suggested Narration Guide
S 8 Circle	The typical caseload of speech therapists is overloaded with "functional" speech disorders as opposed to "organic" problems. A majority of these problems could be prevented by parent education. Early recognition of speech disorders that are physical or emotional in nature is very important. Then parents can take advantage of county services available to the speech handicapped preschool child.
S 9 Classroom	Researchers estimate that 15% of the children in this first grade classroom might need speech therapy. (Stop and ask for questions)
	. . . . .
S 10 Question	What are the requirements for normal speech and language development?
S 11 Book	1. <u>Intelligence</u> is a requirement for normal speech and language. What's wrong with this slide? (Looking at a book right side up is a visual-perceptual skill that is not directly related to intelligence. It is normal for many children to have books up-side down and not realize anything is wrong until their visual perceptual skills develop.) Mentally retarded children are slower in their speech development but eventually develop in much the same way as normal children.
S 12 Ear	2. <u>Hearing</u> - The basic and most important of the senses involved in speaking is the auditory one. Any breakdown of this sense may cause delays in language development. Infections, obstructions in the ear, impacted wax or nerve damage are all causes of hearing loss. Each child's hearing is tested in the school setting, and, if any problems are found, the parents are notified. Through hearing, we increase vocabulary, develop concepts, learn correct pronunciation of sounds, develop inflections and voice quality. The auditory sense is the most important of the senses in developing language.

S 13
Speech
Mechanism

3. Speech Mechanism - involved 3 parts:

1. Source of energy (breath stream): lungs, diaphragm, primary muscles of respiration.

2. Vibrator (creates phonation): larynx, vocal folds, laryngial muscles.

3. Resonator and Articulators (form speech): lips, tongue, teeth, palate, and throat, mouth and nasal cavities.

S 14
Tongue

We produce sounds by the tongue touching various parts of the mouth. If your child is tongue tied the membrane is too short to permit him to raise the tongue to make sounds like llll, rrrr, and nnnn.

S 15
Tongue

This child is not tongue tied (Normal frenum).

S 16
S 17
Teeth

Openbite and overbite causes children to have trouble making sounds like zzzz, ch, j, sss, also sh.

S 18
Brain

4. Children have to have the ability to concentrate and remember information about their environment. Storing the bits and pieces necessary for adequate language development to age five is a computor's job for the brain.

S 19
Child

5. Good Health is essential to speech development. If a child has been sick for long illnesses between birth and three, he usually will be slow to talk. This child has little energy to investigate and understand the world around him.

S 20
Helmet

6. Free from brain damage is essential if the child learns to talk normally. The brain allows a child to understand (receptive lang.) and the brain controls the intricate movement necessary to produce intelligible speech (expressive).

S 21
Eye
Glasses

7. Vision also plays a part in speech and language development. You see an object and attach a name to it. But vision does not actually give you any direct feedback on your own speech. You do get, however, the feedback from your listeners. Their facial expressions and reactions to what you say indicates to you how well you are communicating with them.

S 22
Cartoon

8. Responsive environment is important with a balance between loving care and proper discipline. Responsiveness influences your child's emotions and determine whether he is going to be an angel or devil. (Stop and ask for questions)

. . . . . .

S 23
Question

How does a child learn a new word? What process is involved?

S 24
Child

1. Memory. The child remembers a feeling or previous activity but does not know the word.

S 25
Father

2. Hearing. The child needs an opportunity to hear the word and associate the word with the feeling activity or object.

S 26
Child

3. Imitation. The child tries to say "water" but the "er" sound is not in his repertoire. The response at this state of development is "wah wah."

S 27
Child

4. Reinforcement - give the child a glass of water for his close approximation of "wah wah" but at the same time say "water" correctly. (What would happen if he didn't say "wah wah" and pointed, for example?)

S 28
Father-Child

S 29

S 30
Child

5. Sound discrimination. This slide suggests the child hears what he says is different from what you are saying. This awareness may be very fast or slow to develop depending on the child.

S 31
Child

6. Reinforcement. When the child changes his word to a closer approximation -- reward his efforts toward improvement of this kind.

S 32
Father

7. Imitation. Repeated imitations by the father suggests to the child what he sounds like. (Read slide)

S 33
Child

8. Practice. Many children practice and experiment with new sounds. Don't expect overnight success.

S 34
Child
listens

9. Hearing. The child is listening to himself - checking the correct sounds.

S 35
Child

10. New word. He will continue to use his new word in everyday situation. He should be reinforced for his efforts or he may resort to other non-verbal means of behavior to get what he wants.

(Stop and ask for questions and comments)

S 36 Question	In summary, what have we said?
S 37 Classroom	Whether children are in the home or the classroom, parents and teachers are "models." They need to help their children and students develop effective language skills.
S 38 Family	
S 39 Family	
S 40 Circle	This may in turn cut down the large numbers of unnecessary problems.
S 41	As a result the speech therapist would have more time for children with "organic" disorders such as cerebral palsy, the mentally retarded, etc.

B. Discussion

Allow the group to direct their own discussion regarding the slide presentation. Ask for comments and questions. Avoid asking any questions that can be answered by a "yes or no". If a question comes from the group then re-direct that question back to the group for discussion.

If the group needs help getting started these questions may be useful:

1. What speech problems might be labeled as "unnecessary?"
2. How do you handle questions that your child asks you?
3. Why do some children in the same family learn to talk all right and others don't?
4. Should parents imitate the child's sound errors?
5. How does the emotional make-up of the parent and the child effect language development?
6. How do you feel about speech therapists and their work in the schools?
7. What will happen if parents reinforce close approximations of words but do not say the word correctly with the action?

V. LANGUAGE READINESS ACTIVITIES IN THE HOME

Introduction

In this section we want to talk specifically about:

1. Language skills.
2. Order of development.
3. Language activities to enhance skills.

A. Let's examiner a "Summary of Language Development to Sixty Months" found in your notebook. This chart breaks language into two parts: Listening (receptive language) and Speaking (expressive language). Most children understand (receptive) more words and sentences than they can use them in their "speaking" vocabulary.

(Give the group time to glance through the chart)

Do you have any questions or comments?

B. Now we will hand out copies of "Teach Your Child To Talk" - a parent handbook. Look at the table of contents. Chapters are divided according to ages.

Now turn to page 2 and notice the second paragraph from the bottom:

> "Answer the questions in the section nearest your child's age. If you can answer "yes" to at least half of them, he is probably developing normally. If you cannot, answer the questions for the next youngest group. Keep working backward until you can answer "yes" to more than half the questions in a section. This will give you an approximate age level of development for him."

You can compare the two developmental scales and scan the materials for a few minutes. If there aren't enough books to go around, sit next to someone that has a child in the same age range.

(Give the group 5 to 10 minutes to study the material or get more coffee, etc.. As groups break up, discuss a few minutes if the group initiates questions or comments.)

C. Now we have a series of random slides of related language activities. I would like you to think about two questions.

(Have poster with two questions.)

1. What language skills are required in the following slides?

2. What other activities would you suggest in the home?

By language skills, refer to "Speech and Language Games" in your notebook. The terms: sound discrimination, naming objects, memory, repetition, rhythm, etc. are language skills. Language activities are simply games that you have played in your home.

(As you run through the slides tally the number of times that the parents use the terms included in the inventory)

D. Other language materials have been included in your notebook: "Speech and Language Games" and the "Toy Lending Library". This is just a sampling of the items in the library. A complete inventory will be available at the completion of the course. This guide should help you know how we catalogue items in the library and what will be available.

Now turn to "Alphabet and Sound Worksheets." This can be an excellent home project. Let's preview the directions.

(Read)

Are there any questions regarding these pages in your notebook?

Discussion Worksheet - Tally Sheet for Terms
Slides

Terms Inventory	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Models																				
2. Responsive environment																				
3. Hearing																				
4. Listening																				
5. Language acquisition																				
6. Babbling																				
7. Self-correction																				
8. Reinforcement																				
9. Gestures																				
10. Normal non-fluency																				
11. Sound discrimination																				

Discussion Worksheet - Tally Sheet for Terms
Slides

Terms Inventory	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
12. Voice inflection																				
13. Self talk																				
14. Imitation																				
15. Speech therapist																				
16. Pronunciation																				
17. Articulation																				
18. Comfort sounds																				
19. Stimulation																				
20. Comprehension																				

VI. FILM

A. Introduction.

The following film was prepared by a staff of speech therapists in Kent County, Michigan and funded through a Title III grant of the Elementary and Secondary Education Act. The film is a composite of several visits into homes of preschool children. Try to notice different ways that parents can be responsive to their children during the language acquisition period. This film is a good summary of what we have talked about today.

B. Show film.

"Teach Your Child To Talk"

C. Discussion questions.

Allow questions to come from the group, however here are several suggestions.

1. What are some different ways parents were "responsive" to their children in the film?
2. Would you use self-correction techniques with this child?
3. Why did the little boy drop the pop bottles into the grocery cart?
4. At what age did your child say his first word? What was it? What things led up to it?
5. Can you describe some of the stages your child went through in developing speech?
6. Has your child gone through a non-fluency period?
7. What techniques do you use in getting your child to talk?
8. Do we "formally" teach our child speech and language?
9. What does a speech or language difficulty do to the self-concept of a child?

VII. EARLY IDENTIFICATION OF SPEECH PROBLEMS

A. Definition -(Van Riper, 1954) "Speech is defective when it deviates so far from the speech of other people that it calls attention to itself, interferes with communication, or causes its possessor to be maladjusted."

B. Types of Speech Disorders. Speech disorders are too numerous to mention in detail. Most disorders are either:

1. Functional - no observable deviation of structure underlying the problem, such as articulation, stuttering and,

2. Organic - there exists a structural involvement such as in cleft-palate or cerebral-palsy.

In general, five types of problems need special attention during the preschool years.

1. Hearing loss. Turn to "Hearing, Listening and Speech" in your notebook. (Review and discuss as time permits.) A hearing test will tell you how well, and in addition, the manner the child hears. Speech therapists suggest that the period between 18 and 30 months seems to be the best time to start therapy with hearing-impaired children.

2. Articulation disorders. The greatest number of children with this problem are of preschool age. Characteristics include: omissions, substitutions, distortions, and addition of consonants, vowels, or both.

   Articulation problems can be influenced by (1) an environmental factor (influence of parents speech pattern), (2) sibling order (Older child resorts to baby talk for attention until it becomes automatic) and, (3) lack of adequate stimulation can also deprive the child of an opportunity to develop artitulation.

3. Stuttering. "Speech which is not fluent." "Non-fluency." Let's refer to "Language Don't for Parents" in your notebook. These suggestions relate to normal non-fluency problems. Check No. 9 and remember that 85% of all children who are 2 to 6 years in age show hesitations and repetitions at time when talking.

   (Discuss as time permits)

4. Delayed Speech. A term referring to speech that is notably slow in development or has failed to develop at all. If this delay is recognized by parents, aid can be sought by the time the child is three or four. However, many parents think the child will "outgrow" this phase and therapy is not present until the early elementary years. Then the child is already behind several years in his speech development. Three characteristics of delayed speech are:

    1. Vocabulary deficiency.
    2. Retarded development of sentence structure.
    3. Deficiency in the ability to formulate ideas.

5. Cerebral Palsy Speech. Is effected by damage to the central nervous system. The predominant characteristic is the lack of control in coordinating the movement of the body. Ninety percent of the children with cerebral palsy show significant speech disorders. Speech and language training for the child with cerebral palsy should be started at least by the time he is a year old and will probably be continued for many years.

C. Parent materials for study. Several pages in your notebook includes titles of books and pamphlets that you may check out this week. The annotated bibliography is a brief description of the content. Each book or pamphlet has a card inside the pocket. Please sign your name and return the card to me. Wherever possible the bibliography gives addresses where you may order more copies.

D. Services and Agencies that provide speech training for preschool children.

"Special Services and Agencies", in your notebook outlines services and agencies that provide preschool language training for speech handicapped children.

(Discuss as time permits)

VIII. SUMMARY OF GOALS

A. Prevention of unnecessary speech problems through parent education.

1. Articulation areas.
2. Normal non-fluency.
3. Delayed speech.

B. Early identification of speech disorders for preschool training.

1. Hearing loss.
2. Articulation disorders.
3. Stuttering.
4. Delayed speech.
5. Cerebral palsy.

IX. BRAINTEASER

Before you leave, I would like to have you complete the "Brainteaser". You may leave when you finish.

(Collect the test items and tally on the Discussion Guide Worksheet with the Terms Inventory)

BRAINTEASER

KEY

Mark the following statements as true (+) or false (0) in the blank provided.

+ 1. It is important to improvise and read expressively to a young child.

+ 2. Early learning begins with a child's watching, feeling and listening to the things around him.

+ 3. Other than crying, the first sounds a baby makes will consist of comfort sounds, appearing from two to six months.

+ 4. Many articulation disorders could have been prevented.

+ 5. Sound errors are normal and should be expected between two and three years.

+ 6. School speech therapists solve speech problems rather than prevent them.

+ 7. Parents should physically and vocally help their children build imitation skills.

+ 8. When your child is with you, you should talk out loud about what you are doing.

+ 9. A lack of voice inflection patterns may be a symptom of a hearing loss in preschool children.

+ 10. Poor speech discrimination is the inability to distinguish between words such as "pad, bad, and mad."

0 11. Only 20% of all children between 2 and 6 show hesitations and repetitions at times when talking.

+ 12. The combination of words and gestures will help a child understand what his parents mean.

+ 13. Associating speech and language with satisfying experiences is important.

+ 14. Parents should occasionally use errors themselves to demonstrate self-correction.

+ 15. At three months, the child begins his career of babbling which evolves into imitation of adult noises by the first birthday.

\+ 16. The rudiments of language are obtained in the first twenty four months of life.

0 17. If a child is born with poor listening ability, he cannot improve his skill by practice.

0 18. Hearing refers to the ability to understand and interpret meaning in daily speech.

\+ 19. What a child imitates will be largely determined by what he sees, and hears, i.e., his responsive environment.

\+ 20. Parents are a child's speech model for articulation and fluency.

DISCUSSION GUIDE WORKSHEETS

Pretest Comprehension Factor % = $\frac{\text{n tallies}}{\text{n participants x 20}}$

TERMS INVENTORY

Item	Yes	No
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
Total Tallies		

$\frac{\text{n (tallies)}}{\text{n (participants) x 20}}$ = _____ Pretest Comprehension Factor

BRAINTEASER

Item	Correct	Incorrect
20.		
19.		
18.		
17.		
16.		
15.		
14.		
13.		
12.		
11.		
10.		
9.		
8.		
7.		
6.		
5.		
4.		
3.		
2.		
1.		
Total		

$\frac{\text{n (correct)}}{\text{n (participants) x 20}}$ = _____ Post test Comprehension Factor

Date _____

Location _____

No. Present _____

Goal: 75 to 80% Post Comprehension Factor

Achieved _____

Not Achieved _____

Average Class Gain _____

SESSION X

SENSORY/MOTOR DEVELOPMENT

DISCUSSION GUIDE

I. Evaluation of Learning Episode from previous week.

II. Demonstration of Learning Episode
   A. Toy
   B. Role Playing

III. Preview: Session XI
   A. Record assignments
   B. Objectives
   C. Attendance

IV. Topic: Sensory/motor development #1
   Film: "Early Recognitional of Learning Disabilities"
   Handouts:
      1. Parent worksheets
      2. Sensory training handout
      3. Accomplishment sheet - to be returned to presenter
      4. Assignment contract - to be returned to presenter

V. Discussion

SESSION X

PRESENTATION

"Shortly we will see a film. Although it is entitled, "Early Recognition of Learning Disabilities," we will be concerned with what it can tell us about child development. The film shows a kindergarten class and concerns itself with various factors which are needed for efficient learning. We want to watch for the following information: (use flannel or chalk board) Look at your parent worksheets."

1. What is a Learning Disability?
2. What is meant by behavior patterns?
3. What is meant by perception?
4. What is meant by coordination?
5. What is meant by conceptualization?
6. What is meant by attitudes?

"After the film, you will be given time to fill out your worksheets, then we will ask you to share your ideas and information with the rest of us."

Show film. Film can be stopped at any convenient place after the parent-teacher conference where mother says, "She has always been a flighty child."

Give parents a chance to fill out their worksheets, get coffee, etc.

Next discuss the terms as listed on the parent worksheets.

"Let's review the high points of the film. First, <u>what is a Learning Disability</u>? For purposes of simplification let us say that it describes that child who has difficulty learning in the normal classroom and does not have any obvious physical, sensory, mental or emotional deficit."

"Does anyone remember what they were referring to when they mentioned "<u>behavior patterns</u>?"

"Now let's briefly review the rest."

<u>Coordination</u>: (erratic body control)
Refers to the way the child moves. The film showed the problems some children have with skipping, walking the balance beam, deciding which hand to use (laterality), and staying in the lines when coloring.

<u>Perception</u>:
This was referred to in the film as - trouble interpreting the things we see or hear.

Conceptualization:
Children have trouble with the idea of today, tomorrow and yesterday - top and bottom. Can the child understand that the triangle and square are different - because one has three sides and the other has four?

Attitudes:
What forces are at work in school, home, and community which affect the feelings and decisions of the parents and teachers. (Are the parents able to accept the fact that their child has a problem?)

Allow some time here for general discussion. Let the parents verbalize their attitudes and allow others to respond.

Go around the table and have each parent contribute what they have written in response to the question, "What have you learned from the film which would apply to normal child development?"

Try to encourage and be positive about all responses, allowing the rest of the class to encourage and expand on contributions.

Next, go around the room again asking each participant to give one example, per turn, of something they could do to promote their child's sensory/motor development. Suggest they look at the sensory training handout. Take notes of particularly novel or worthwhile ideas for future use.

Hand out assignment contracts (2 copies). Let participants make their decision and pick up the copy they have signed.

Pick up the accomplished - not accomplished sheets.

Discuss the next session briefly to encourage their attendance.

PARENT WORKSHEET
SESSION X

Film "Early Recognition of Learning Disabilities"

Presentation: illustration of terms and theories.

What is a Learning Disability?

What does the film mean by behavior patterns?

Perception?

Coordination? (erratic body control)

Conceptualization?

Attitudes?

Write at least one thing that you learned from the film which would apply to the development of a normal child.

Give at least one example of something you could with your child to promote sensory/motor development.

SESSION X

_____ Class

_____ Date

BY THE END OF THIS SESSION YOU WILL BE ABLE TO:

	Accomplished	Not Accomplished
1. Write, in the space provided, three or more areas in which the Learning Disabled child may experience difficulty.	_____	_____
1.		
2.		
3.		
2. Participate in the group discussions regarding Learning Disabilities.	_____	_____
3. Understand that some of the things which my child does are not done just to annoy me, but are a part of his sensory/motor development.	_____	_____
4. Think of a way to help your child in his sensory motor development.	_____	_____

COMMENTS:

Return this sheet to the presenter at conclusion of today's program.

_____ ASSIGNMENT CONTRACT _____
Class Date

Select one or more of the following and return to the presenter:*

1. _____ I do not think I will be able to complete a project.

2. _____ By the next session I will work with my child on a sensory/motor project as suggested by the sensory/motor handout.

3. _____ By the next session I will work with my child on a sensory/motor project of my design.

4. _____ By the next session I will design a sensory/motor project. The task will meet a specific need of my child. I will report on its use.

5. _____ By the next session I will build or have built a balance beam as shown on the last page of the sensory motor handout.

NAME _____

ADDRESS _____

_____

_____

_____
Janey Montgomery
Coordinator, Parent/Child Project

_____
M. F. Walden
School Psychologist

Marshall-Poweshiek Joint County System
9 Westwood Drove
Marshalltown, Iowa 50158

*I understand that if I complete assignments during Sessions X and XI, I will receive a handout for each assignment completed. (Total limit 3)

PARENT HANDOUTS FOR COMPLETION

OF

ASSIGNMENT CONTRACTS

I. Gross-Motor Coordination

II. Developing a Child's Attitudes and Aptitudes

III. Hints for Correcting Reversals

GROSS-MOTOR COORDINATION

Skill #1 Body Image-Complete awareness of one's own body and its possibilities for movement

Skill #2 Generalized Movements -- Movements which require total body involvement and coordination.

Skill #3 Movements of Upper Parts of the body (head and trunk) vs. the Movements of the lower parts of the body (legs).

Skill #4 Movements of one side of the body (right) vs. Movements of the other side of the body (left).

Skill #5 Cross-Lateral movements of the body. (right arm and leg vs. left arm and right leg).

Skill #6 Movement of one limb at a time.

Skill #7 Rhythm (Jumping, skipping, rope jumping)

BOOKS SUGGESTING ADDITIONAL SENSORY/MOTOR EXERCISES

Braley, William. Daily Sensory/motor Training Activities. (Freeport, N.Y., Educational Activities, Inc. 1968.)

Chaney, Clara. Motoric Aids to Perceptual Training. (Columbus, Ohio, Charles Merrill Publishing Company. 1968)

Glass, Henry. Exploring Movement. (Freeport, N.Y., Education Activities Inc. 1966)

Latchaw, Marjory. Pocket Guide of Movement Activities for the Elementary School. (Englewood Cliffs, N.J., Prentice-Hall, 1956.)

O'Donnell, Patrick, Motor and Haptic Learning. (San Rafael, California, Dimensions Publishing Co., 1969.)

Portland Public Schools. Improving Motor-Perceptual Skills. (Corvallis, Oregon, Continuing Education Publications, Waldo Hall 100, 1971)

Schurr, Evelyn. Movement Experiences For Children. (New York, Appleton-Century-Crofts, 1967.)

A. Skill #1 Body Image -- This refers to the complete awareness of one's own body and its possibilities of movement and performance.

1. Before beginning activities in this area have each child draw a picture of himself. When we have completed the activities for this particular skill, we will ask the child again to draw another picture of himself and then compare the two to see if a change occurred in the child's image of himself.

2. Ask the child to identify the parts of his body. He should touch them so that he can feel where they are.

   Touch your "ears," "eyes," "feet," "hands," "head," "ankles," "arms," "legs," "shoulders," "fingernails," "neck," and "elbows."

   If a child has difficulty or to add variation, have the child look into a mirror and touch the various parts of his body.

3. When the child can locate the various parts of his body, then have the children choose partners and locate the various parts on the other child's body.

4. Find a large picture of a person. Have the children locate the various parts of his body. Do the same with pictures of different kinds of animals.

5. Provide puzzles of people and animals which have changeable body parts.

6. Stress the function of the body parts.

   "Touch the part of your body you walk with."
   " " " " " " " write with."
   eat with."
   stand on."
   hear with."
   smell with."
   brush with a toothbrush."
   use a handkerchief for."
   see with."
   chew with."
   run with."
   put fingernail polish on."
   smile with."
   play a piano with."
   crawl on."
   use to swing in a swing."

7. Have each child find a large picture of a person in a magazine. Paste the picture on a piece of cardboard and cut it into various pieces, thereby making a puzzle.

8. Have the child lie on a large sheet of paper, draw around him so he has a picture of himself on which to put his features.

9. When the children have completed these activities successfully, have them draw another picture of themselves and compare it with their first drawing.

SKILL #1	DATE PROJECT STARTED	NO. OF TIMES DONE (USE / MARK)	PROBLEMS, STRENGTHS, AND SUGGESTIONS

I. Gross-motor coordination

A. Skill #2

Generalized movements - movements which require total body involvement and coordination.

Exercise #1

1. Equipment needed - individual mats

2. Description of exercise
Rolling--The child lies on a rug (approx. 4-5 ft.) and rolls from end to end. The arms should be down at his sides or over his head, but not used for pushing the whole body should do the propelling and the goal is to have the child roll in a straight line.

3. Conversation
"Today we are going to practice rolling. Watch Billy and he will show us what to do. Billy will lie on one edge of the mat, put his arms down at his sides or over his head and roll to the end of the mat. See how Billy rolls in a nice straight line? When Billy reaches the end of the mat, he will stop and roll back to the end from which he started. Now let's all try to do it together." (Repeat instructions which were given to Billy.)

4. Number of trials
Begin by having the child roll to the end, stop, reorient himself and then roll back again. This makes one complete turn. Initially the child should make two complete turns and gradually try to work up to six complete turns.

5. Variations
   a. Have child place his head on the edge of the rug and when rolling his head should always touch the edge of the rug.

   b. Same as above exercise but waist or belt must stay on edge of rug.

   c. Same as above exercise but feet must stay on edge of rug.

   d. Have a target (a box, stool, or another child) placed at the end of the rug, which is perpendicular to the child's eyes. The child should look at the target and then roll toward it. His eyes should touch or meet the target when he gets there.

      When the child's skill increases, increase the distance he is to roll.

Exercise #2

1. Equipment needed - individual mats

2. Description
Rocking--The child sits on his rug, brings his knees up to his chest, and grasps his arms around his knees. The child rocks from a sitting position to his back and up to a sitting position again.

3. Conversation
"We are going to practice rocking. Sit in the middle of your mat. Look behind you. Do you have enough room to lie down (or rock back) without bumping your head? If you do hot have enough room move forward a little bit until you do have enough room to rock. Let's watch Billy and he will show us how we are to rock. Billy will bend his legs at the knee, bring them up to his chest, and grasp his arms together around his legs. Now he will rock backward onto his back and then rock forward up to a sitting position again, back again and up again. Now let's all try to do it together."

4. Number of trials
Begin by having the child rock approximately five times correctly and try to increase the number to 10 or 15 as the child's skill increases. If the child has difficulty getting into the sitting position again it may be necessary for the teacher to move the child's body through the exercise.

5. Variations
   a. As the children become more skilled try to have them to it together as a group with the teacher giving the verbal clue "up" when they are to be sitting up, and "back" when they are to be on their backs. The verbal clues should be spoken in an even rhythm. The children may give the commands together.

   b. After the children are able to follow the verbal clues, then they can perform this activity to the rhythm of a drum beat or hand clapping. The teacher should stand before the group and beat a drum or clap her hands in an even rhythm.

   c. The children may be able to develop their own song about this exercise and sing it as they perform. This song was written by one child:
      Rocking is good exercise,
      good exercise,
      good exercise,
      Rocking like a boat I go,
      up and down,
      up and down.

   d. As the children's skill increases have them perform to different rhythms. First their usual rhythm, then a fast rhythm, and then a very slow rhythm. The teacher should let them hear the rhythm for a few beats before they begin rocking.

Exercise #3

1. Equipment needed
   Individual mats

2. Description
   Rocking--The child lies on his back on his rug, brings knees up to chest, and grasps arms around his knees. The child rocks from his right side to his left side. As he rocks, his head and shoulders should move with the rest of his body. (Some children tend to move their arms and legs only, but their head and shoulders should move also.)

3. Conversation
   "This time we are going to practice rocking another way. Lie on your back on your rug. Bend your legs at the knees, bring them up to your chest, and grasp your arms around them. Now rock way over to your right side and then rock over to your left side. Keep rocking from side to side."

4. Number of trials
   Begin by having the child rock approximately five times correctly and try to increase the number to 15 or 20 as the child's skill increases. If the child has difficulty moving from side to side it may help to not grasp both legs together but to hold onto his right knee with his right hand and his left knee with his left hand.

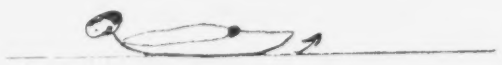
5. Variations
   a. As the children become more skilled try to have them do it together as a group with the teacher giving the verbal clue, "right" when they are on their right side, and "left" when they are on their left side. The verbal clues should be spoken in an even rhythm. The children may take turns giving the verbal clues and at times they might enjoy counting to see how many times they can perform the exercise.

   b. After the children are able to follow the verbal clues then they can perform this activity to the rhythm of a drum beat or hand clapping.

Exercise #4

1. Equipment needed
   Individual mats

2. Description
   Rocking--The child lies on his stomach bending his leg at the knee, reaching back with his arms, and holding onto his ankles. The child's back should arch a little. In this position he rock back and forth. (Forward being toward his head, and backward toward his knees.) It is difficult for some children to initiate this exercise. It may help to have the teacher move the child's body through the exercise so he knows what it "feels" like.



3. Conversation
   "We gave been rocking on our backs and for this exercise we will be rocking on our stomachs. Let's watch Billy again and see how he does this exercise. First Billy lies on his stomach in the middle of the mat. He bends his legs at the knee and then reaches his arms back and grabs ahold of his ankles with his hands. Now he rocks forward and back, forward and back, etc. Let's see if the rest of us can do this now." (Repeat instructions as they were given to Billy.)

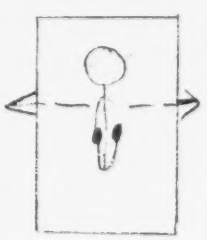
4. Number of trials
   This is a difficult exercise to get started therefore have the child initially rock back and forth twice and slowly increase the number 6 or 8 times.

5. Variations

Exercise #5

1. Equipment needed
   Individual mats

2. Description
   Rocking--The child lies on his stomach, bending his leg at the knee, reaching back with arms, and holding onto his ankles. (Same position as #4) In this position he rocks from his right side to his left side.



3. Conversation
"Again we are going to rock on our stomachs. Lie on your stomach in the middle of the mat. Bend your legs at the knee and then reach back and grab ahold of your ankles with your hands. Now rock over on your right side and then over to your left side, back to your right side, and then to your left side again. Keep rocking back and forth.?

4. Number of trials
This is an easy exercise to perform although the child in an awkward position. The child should be able to rock about 6 times initially and slowly increase the number to 10 or 15 times.

5. Variations

B. Skill #3
Movements of upper parts of the body (head and trunk) vs. the movements of the lower parts of the body (legs).

1. Trunk lift: Your child lies face down with his stomach on a pillow, hands behind his head, and raises his trunk off the floor. At the start, if a child has difficulty raising his upper body off the floor, the adult should place one hand on the child's heels as a slight counterweight.

2. Leg lift: Your child, lying in the same position with chin on hands now lifts legs as high as possible. Some children will have to learn to lift one leg at a time before they can lift both at the same time.

3. Sit ups: Have your child lie on his back with hands clasped behind his neck. While someone holds his feet down, he should try to sit up.

4. Feet lift: Have your child on his back with a pillow under his hips. Now he must lift feet with legs straight, to a distance of 10" above the floor, and then hold them there as long as possible. Every child ahould be able to hold his feet in this position at least 10 seconds.

5. Toe touch: Standing feet together, knees straight, your child should bend at the hips and touch his toes with his finger tips hold the position for three seconds. (Should your child not be able to maintain his balance or bend far enough to touch his toes, have him start by touching the palms of his hands to his knees. As flexibility increases, have your child touch his ankles and then toes.)

6. Angels-in-the-Snow Variation: Child lies on his back with arms at his side, legs extended, feet together. The child should move his legs apart as far as possible, without bending the knees and keeping his heels on the floor.

   The child is in the same position but this time moves his arms up over his head until they touch, then bring them back to the sides of his body. The arms should touch the floor at all times.

7. The child is on his stomach, using just his feet to move himself, he pivots around in a circle. After the child completes a full circle he is told to reverse and pivot in the opposite direction.

   The child repeats the same exercise only this time he uses just his arms to move himself.

C. Skill #4

Movements of one side of the body (right) vs. movements on the other side of the body (left).

1. The child lies on his back, lifts his right arm and leg, puts them down, then, lifts his left arm and leg and puts them down. The child repeats this activity

in a rhythmic manner. For a variation the instructor would call out "right" and "left" as the child is moving his limbs, but later on the child may do the verbalizing.

2. The child may do the above activity on his stomach. When he lifts his arms and legs it is important for him to keep them straight and extend them as far as possible as he raises them.

3. The child lies on his back in the position used for Angels-in-the-Snow. For this exercise he moves his right arm and leg out and in, and then moves his left arm and leg out and in. The child continues this exercise in a rhythmic manner.

4. The child is on his hands and knees. He lifts his right arm and leg, puts them down, and then lifts his left arm and leg and puts them down. This activity is repeated in a rhythmic manner.

5. Stationary crawling. The child lies on his stomach with his head turned to the right, his right arm flexed with his hand at eye level. His right leg should be flexed with the knee level with his hip. The child's left arm and left leg should be extended. The child then reverses this arrangement alternately in a rhythmic manner for a short period of exercise.

6. Creeping. The child should creep with the right hand and knee striking the floor at the same time. As the child progresses in this skill encourage him to turn his head slightly to look at his hand as it strikes the floor. As skill is noted, encourage the child to lift his knee from the ground with his foot dragging. This gives more emphasis to the movement. Hands and knees should point straight ahead as the child moves. Be sure that the hands are flat on the floor and that the head turns to view as each hand-knee combination strikes the floor.

7. Walking. The child should walk around the room moving his right arm forward as his right leg moves forward. This is often known as the "robot walk" and the children enjoy making strange sounds as they move around the room.

8. The child spreads his feet apart a comfortable distance and places his hands down on the floor in front of his hands. When the instructor says "one" the child moves his right leg and right hand forward one step. When the instructor says "two" he moves his left arm and left leg forward one step. The child should keep his legs and arms straight.

9. The child spreads his feet apart and bends down taking ahold of his ankles with his hands. Holding them tight he walks forward taking very short steps. The instructor should say "right" when the right arm and leg move and, "left" when the left arm and leg move forward.

D. Skill #5
Cross-lateral movements of the body. (Right arm and left leg vs. left arm and right leg.)

1. The child lies on his back, lifts his right arm and left leg, puts them down, then, lifts his left arm and right leg and puts them down. The child repeats this activity in a rhythmic manner.

2. The child may do the above activity on his stomach. When he lifts his arms and legs it is important for him to keep them straight and extend them as far as possible as he raises them.

3. The child lies on his back in the position used for Angels-in-the-Snow. For this exercise he moves his right arm and left leg out and in, and then moves his left arm and right leg out and in. The child continues this exercise in a rhythmic manner.

4. The child is on his hands and knees. He lifts his right arm and left leg, puts them down, and then lifts his left arm and right leg and puts them down. This activity is repeated in a rhythmic manner.

5. Creeping. The child should creep with the opposite hand and knee striking the floor at the same time. As the child progresses in this skill encourage him to turn his head slightly to look at his hand as it strikes the floor. As skill is noted, encourage the child to lift his knee from the ground with his foot dragging. This gives more emphasis to the movement. Hands and knees should point straight ahead as the child moves. Be sure that the hands are flat on the floor and that the head turns to view as each hand-knee combination strikes the floor.

6. Walking. As each child walks have him point the index finger of his left hand at his right foot as it hits the floor. Then as he takes the next step point the index finger of his right hand at his left foot, etc.

   When some skill is apparent encourage the child to toe out slightly and to move his legs in parallel lines. Have the child rotate his head, neck, and eyes to fixate on the hand and foot to which he is pointing. Vary the speed of walking.

Skill #6

1. Walking beam exercises. Obtain a walking beam, which is a section of a 2 x 4 about 8 feet long with a bracket which holds the board about 4 inches above the floor at each end. Start the child at one end of the beam and walk slowly to the other end. The child should walk fairly slowly, since by running across the beam he may be able to perform the task without the necessity of balancing himself at all. Each foot should be placed squarely on the beam so that heel and toe make comtact with the beam at each step. Begin the training by having the children walk on the 4 inch side of the beam. A list of variations for this activity will be contained on another sheet of paper which follows this sheet. (See next 3 pages)

2. Have the children stand on their tiptoes and run forward and then backward.

3. Have the children stand on their tiptoes while counting aloud to ten. See if they can increase the length of time for this activity.

4. One foot stand. With arms out to the sides, the pupil stands on one foot and counts to five. Have him stand on the other foot in the same manner and gradually try to increase the length of time.

5. The child stands erect with one leg off the floor and arms out straight at the sides. Slowly jump about the room on one leg keeping the arms out. Do the same on the other foot.

WALKING BEAM EXERCISES

1. Walk forward on beam, arms held sideward.
2. Walk backward on beam, arms held sideward.
3. With arms held sideward, walk to the middle, turn around and walk backward.
4. Walk forward to the middle of the beam, then turn and walk the remaining distance sideward left with weight on the balls of the feet.
5. Walk to center of beam, then turn and continue sideward right.
6. Walk forward with left foot always in front of right.
7. Walk forward with right foot always in front of left.
8. Walk backward with left foot always in front of right.
9. Walk backward with right foot always in front of left.
10. Walk forward with hands on hips.
11. Walk backward with hands on hips.
12. Walk forward and pick up a blackboard eraser from the middle of the beam.
13. Walk forward to center, kneel on one knee, rise and continue to end of beam.
14. Walk forward with eraser balanced on top of the head.
15. Walk backward with eraser balanced on top of the head.
16. Place eraser at center of beam. Walk to center, place eraser on top of head, continue to end of beam.
17. Have partners hold a wand 12 inches above the center of the beam. Walk forward on beam and step over the wand.
18. Walk backward and step over wand.
19. Hold wand at height of 3 feet. Walk forward and pass under the bar.
20. Walk backward and pass under the bar.
21. Walk the beam backward with hands clasped behind the body.
22. Walk the beam forward, arms held sideward, palms down, with an eraser on the back of each hand.
23. Walk the beam forward, arms held sideward, palms up, with an eraser on back of each hand.
24. Walk the beam backward, arms held sideward, palms up, with an eraser on back of each hand.
25. Walk the beam backward, arms held sideward, palms up, with an eraser on back of each hand.
26. Walk the beam sideward, right weight on balls of feet.
27. Walk the beam sideward, left weight on balls of feet.
28. Walk forward to middle of beam, kneel on one knee, straighten right leg, forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
29. Walk forward to middle beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to the end of the beam.

30. Walk back ward to middle of beam. Kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
31. Walk back ward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
32. Hop on right foot, the full length of beam.
33. Hop on left foot, the full length of beam.
34. Hop on right foot, the full length of beam, then turn around and hop back.
35. Hop on left foot, the full length of beam, then turn around and hop back.
36. Walk to middle of beam, balance on one foot, turn around on this foot and walk backwards to end of beam.
37. Walk to middle beam left sideward, turn around and walk to end of right sideward.
38. With arms clasped about body in rear, walk the beam forward.
39. With arms clasped about body in rear, walk forward to the middle, turn around once, walk backward the remaining distance.
40. Place eraser at middle of beam, walk out on it, kneel on one knee, place eraser on top of head, rise, turn around and walk backward the remaining distance.
41. Walk the beam backward with an eraser balanced on the back of each hand.
42. Walk to middle of beam, do a right side support, rise and then walk to end.
43. Walk to middle of beam, do a left side support, rise and walk to end.
44. Place eraser on middle beam. Walk out to it, kneel on one knee, pick up eraser and place it on the beam behind pupil, rise and continue to the end.
45. Walk to middle of beam, do a balance stand on one foot, arms held sideward with trunk and free leg held horizontally.
46. Place eraser at middle of beam, walk beam left sideward, pick up eraser, place it on right side of beam, turn around and walk right sideward to the end of beam.
47. Hold wand 15 inches above beam. Balance eraser on head, walk forward stepping over wand.
48. Hold wand 15 inches above beam. Balance eraser on head, walk backward stepping over the wand.
49. Hold wand 15 inches above beam. Balance eraser on head, walk sideward right, stepping over wand.
50. Hold wand 15 inches above beam. Balance eraser on head, walk sideward left, stepping over wand.
51. Hold wand 3 feet high. Walk forward, hands on hips, and pass under the bar.
52. Hold wand 3 feet high. Walk backward, hands on hips, and pass under the bar.
53. Fold a piece of paper at the right angle so it will stand on the beam at the middle. Walk to paper, kneel, pick it up with teeth, rise and walk to end of beam.
54. Place paper as in 53, walk out to it, to a left side support, pick up paper with teeth and walk to end of beam.
55. Place paper as in 53, walk out to it, to a right side support, pick up paper with teeth and walk to end of beam.
56. Hop to middle of beam on left foot. Turn around on same foot and hop backward to the end of the beam.
57. Hop to middle of beam on right foot. Turn around on same foot and hop backwards to the end of the beam.
58. Walk beam forward, eyes closed.

59. Walk beam sideward, eyes closed.
60. Walk beam backward, eyes closed.
61. Stand on beam, feet side by side, eyes closed, and record number of seconds balance is maintained.
62. Stand on beam, one foot in advance of the other, eyes closed, and record number of seconds balance is maintaintained.
63. Stand on right foot, eyes closed, and record number of seconds balance is maintained.
64. Stand on left foot, eyes closed and record number of seconds balance is maintained.
65. Walk beam sideward left, eyes closed.
66. Partners start at opposite ends, walk to middle, pass each other and continue to end of beam.
67. Place hands on beam, have partner hold legs (as in wheelbarrow race) and walk to end of beam.
68. Same as 67, but partner walks with his feet on the beam, instead of the ground, straddling the beam.
69. "Cat Walk" on beam, walk on "all fours" hands and feet on beam.

NOTE: Standard beam size: 2" x 4" x 10". Supports: 1" x 4" x 10".

As pupils improve in balancing skills, make another beam with the top tapered down to one inch in width; another with a half-inch top.

Skill #7 Rhythm (Jumping, skipping, rope jumping)

1. Children face each other, hold hands, and jump together while counting to ten.

2. Jumping line. Pupils jump backward and forward over line (tape or rope) for a given number of times. Have the children count aloud as they are jumping.

3. One foot jump. Pupil jumps back and forth over line four times on right foot, then left foot, and repeats. Children should count aloud.

4. Standing jump. Jump forward for distance from a standing position. Introduce ruler and keep track of number of inches they can jump.

5. Hopscotch. Lay out course, teach rules, and watch for proficiency.

6. First skip. For young children, start by having them stand erect and jump forward on the right foot and then bring the left foot forward and jump on it and continue in this manner.

7. When children are able to skip (if it is difficult for a child the teacher should hold the child's hand, skipping together until the movement is learned) have them follow the teacher skipping around the room.

   Variations:

   a. Have the children skip to a designated object.
   b. Skip around in a circle.
   c. Skip on a line (tape on floor).
   d. Have the children skip while carrying an object such as a book in each hand.
   e. Skip to music.
   f. Make an obstacle course (boxes or objects on the floor which the children should skip around) and have the children follow a leader while skipping around the objects.

8. Rope jumping. Each child should have their own individual rope. First teach them to swing the rope over their heads and walk over the rope. When the children can do this then teach them to swing the rope and jump over it.

DEVELOPING A CHILD'S ATTITUDES

Attitudes toward HIMSELF

1. Positive self-identity ("I am me." "I am important.")
2. Independence ("I can do.")
3. Achievement motivation ("I am proud of what I do.")

   Persistance ("I can stay with a task until it is done.")

   Delay of gratification ("I can wait for a reward.")

   Interest and enthusiasm ("I want to do this work.")

Attitudes toward ADULTS

1. Trust ("I can depend on my grown-ups.")
2. Identity with adults

   ("I want to be like the grown-ups who are important to me.")
3. Following directions

   ("My grown-ups can help me find a way to get a task done.")

Attitudes toward PEERS

1. Trust ("I can depend on the kids in my group.")
2. Identity with group

   ("I can help my friends. My friends can help me.")
3. Sportsmanship

   ("I can take turns. I can share. I do not always win.")

DEVELOPING A CHILD'S APTITUDES

INPUT	ORGANIZATION	OUTPUT
Visual Discrimination	Concept Formation	Verbal Response
Likeness & Difference Patterning Whole-part-whole	Color Shape Size Number Position Volume	Fluency Articulation Syntax (putting words together) whole sentences questions complex sentences
Auditory Discrimination		
Likeness & Difference (Rhyming & Initial Sounds) Patterning	Volume Pitch Length Speed	
Touch Discrimination	Texture Temperature Weight	Motor Response
		Eye-hand Coordination Left to Right Orientation
Taste/Smell Discrimination	Taste Flavors	
	Age Time Affective	
	Association	
	Classification	
	Sequencing	
	Critical Thinking	

HINTS FOR CORRECTING REVERSALS

I. Kinds of reversals which may be observed:

1. Individual letter, numeral and word reversals (left to right).
   Examples: b and d — 23 and Ɛ
   s and ƨ — stop and pots
   J and ᒐ — was and saw
   5 and ƨ — on and no

2. Individual letter, numeral and word reversals (inversions).
   Examples: n and u — b and p
   m and w — 9 and 6
   f and t — me and we
   d and g

3. Words and numerals (transpositions).
   Examples: balck for black — felt for left
   gril for girl — tried for tired
   stop for spot — 312 for 213

II. Activities

1. Words letters and numerals may be made with sandpaper, pipe cleaners, nubby wools, yarn, and velvet to increase tactile stimulation.

2. Words, letters or numerals may be written in clay or salt in a clay tray or salt tray.

3. Use pictures illustrating words that begin with b and d, such as "boat," "duck," etc. The pictures should be pasted alongside the rounded part of the letter. That is, a picture of a boat should be pasted next to the lower part of the b and to the right of it. A picture of a duck should be pasted next to the lower part of the d and to the left of it. In each case, the picture accents the direction of the rounded part of the letter.

4. When making word cards print first letter in a different color so the beginning letter is emphasized.

5. Words which begin with similar letters, underline the trouble spot in the word. Try not to introduce words which can be confused at the same time.

6. If an older child confuses similar words (from and form) show him both words at the same time so he can discriminate the difference between them.

7. Hold up a card that is covered with a marker or sheet of paper. The marker is moved slowly to the right so that letters are exposed in proper sequence.

8. Have the child trace over a word with which he has been having difficulty. The word is written in fairly large letters. As he traces over each letter he vocalizes the name of that letter and upon completion pronounces the word.

OTHER IMPORTANT THINGS TO CONSIDER

1. The power of "positive expectancy" and how this is different from "pressure."

2. Accept the child as he is -- the slow mover, the boisterous boy -- not comparing children with each other.

3. Developing self-confidence by letting the child do some things by himself, developing the idea that he can do some things by himself, and do them to the satisfaction of this parents.

4. Arranging opportunities for him to be with other children; and training in relationships with other children (sharing, learning how to take teasing, and being hurt, etc.)

5. Providing a place where the child can work and play alone when he feels the need.

6. Respecting the child's own need for privacy.

7. Letting the child have something that is his very own, which he does not need to share with anybody.

8. Learning the meaning of one's own property vs. other people's property; learning to get permission before taking or using other people's property.

9. Independence: Tying shoelaces, buttoning buttons, zipping zippers, going on an errand for parents.

10. Help your child overcome his sensitivity to criticism, his tendency to overreact to other children's accidental hurting of him; learning what "excuse me" and "I'm sorry" mean and how to accept them.

11. The child needs you to be consistent (to carry through and mean what you say the first time.)

12. You can take advantage of some TV programs as a chance to promote learning especially word meanings and cause-and-effect relationships. However, try to get away from depending only upon TV for entertainment. Do encourage the child to watch a few of the good children's programs.

SESSION XI

SENSORY/MOTOR DEVELOPMENT

DISCUSSION GUIDE

I. Evaluation of Learning Episode from previous week

II. Demonstration of Learning Episode
   A. Toy
   B. Role Playing

III. Preview: Session XII

IV. Topic: Sensory/Motor Development #2
   Presentation: "Learning modes, models, and channels as it relates to child development."
   Handouts:
      1. Parent worksheet
      2. Accomplishment sheet - to be returned to presenter
      3. Aids for observation
      4. Motor activity
      5. Assignment contract - to be returned to presenter
      6. Blank pad of paper - to be returned to presenter
      7. Various toys and teaching tools - to be returned to presenter

V. Discussion

SESSION XI

Let's discuss some of the ways that children learn and the sequence of their sensory and motor development.

What is the first major muscle that the infant can control selectively? (neck)

This leads us to a theory of development. This theory says that motor development starts at the head and proceeds toward the feet. (SHOW VISUAL #) This development is called cephalo - caudal using the Latin words for head to tail. (SHOW VISUAL #) It also says that development goes from the center and progresses outward (proximal- distal).

As the infant develops control over his muscles what constant unchanging force in the universe does he ward against? (gravity) (SHOW VISUAL #) This is important toremember when we think of ways to stimulate or remediate motor development.

As the child develops using his muscles and programming his computer (brain), he gradually learns to use groups of muscles in a synchronus, rhythmic, well-coordinated way. This muscle and muscle group gradually develops and the child rolls, creeps, crawls, and walks. Walking and other activities become automatic. An analogy here would be the way we drive a car because when learning we must think through each move.

Automatic functioning is similar to what we call overlearning. The child who can recite the alphabet or multiplication table automatically has obviously overlearned them, at least in the rote memory context.

Perhaps we should consider something called laterality at this point. We are probably pretty sure about being left or right handed but what about left or right sidedness? In other words, are you right handed, right eyed, and right footed?

Would you like to find out? Make a telescope out of a sheet of paper, hold with both hands and loot at an object outside or at least 30 feet away. Which eye did you use? Now look at your feet. Did you use the same eye? Now pretend your telescope is a rifle and shoot it sighting along the top with one eye.

DISCUSSION

Now crumple the paper into a ball and drop kick it. (DEMONSTRATE) Which foot did you use?

Do you use the samehand that you write with to hold a scissors, comb, etc.?

Observe your child at various activities and notice how his laterality is developing.

(IF TIME PERMITS, DEMONSTRATE OTHER WAYS OF DETERMINING LATERALITY)

What could happen if you were right handed and left eyed? (DEMONSTRATE CONFUSION IN READING AND WRITING TASKS.) (DISCUSS RELATIONSHIP OF LATERALITY TO SCHOOL TASKS.)

Laterality is important for school tasks. Reading requires left to right progression. Many letters and numbers differ only by their directionality.

Let's try a couple more things.

Take your pencil and pad, put the back of the pad on your nose covering your face. Now hold the pencil in front of you and write the numbers 1 - 10 on the pad. Don't look until you are done. (DISCUSS)

Now hold your arms and hands out forward, rotate your hands so your palms are outward. Put your right wrist over your left wrist and clasp hands together. Now swing your hands down, in and up so your elbows are directly under your hands. Now very quickly wiggle your left little finger. (DISCUSS)

As a child develops we consider motor development in two different ways. The simplest is bilateral and the more complex is cross-lateral.

(VISUAL #)

Let's pretend that we are going through some of the motor development stages.

First - stand up and see if you can stand perfectly still without moving.

Next - stand on one foot. Which on did you use?

Next - stand on the other foot. Is this harder?

Now jump up and down on both feet. See the differing relationship to gravity?

Next - hop on one foot.

Now, the other.

Next, let's gallop around the table, hop on one foot, drag the other. Which foot did you step off with or which foot pushed?

Now we come to the most complex task, skipping. Let's do it in place. (DEMONSTRATE BY HOPPING ONCE ON ONE FOOT, THEN ONCE ON THE OTHER).

At this stage, we are starting to put it all together.

Can you lift the opposite arm as you skip? DEMONSTRATE.

Now let's sit down. Tap your right foot on the floor at the same time you tap your left knee with your left hand; now left foot, right hand, now other, other, other. What happened?

(DISCUSS) (YOU MAY WANT TO DISCUSS THEORIES ABOUT NEUROLOGICAL ORGANIZATION, ETC.)

We talked about the force of gravity being the constant from which motor development evolves. Other factors can affect motor and sensory development. These are:

1. Health
2. Physical or mental disabilities
3. Emotionality
4. Lack of sensory stimulation

Can you name some others?

5.
6.
7.

Let's look at a rather simplified learning model.

Input Processing Output

If we can make a comparison here to programming a computer--information is fed in (input) and sorted out (processed) then when requests are made the computer initiates an action (output).

We need to remember that certain gross differences exist between computers and humans. First, the human brain is infinitely more complex. Second, we can't completely control the input to the brain because of the complex human sensory systems.

If we can agree to use this model, we can then embellish it by considering the channels of input and output.

All the human senses, touch, smell, taste, hearing, and vision, must be considered. Research indicates that physical contact, stroking, petting, rocking, etc., are all important to wholesome and complete development. The sense of smell and taste are certainly important to our enjoyment of life.

However, let's consider the most important channels for the learning process.

Let's think about children as being visual learners or auditory learners. Some children have problems in one channel and need to be taught through the other. Perhaps even more children need to be taught to look or to listen. In other words, they need to have these channels of input developed if they are going to be good learners in school or life.

Now I am going to hand out some items and I want you to show us how you would use the item you get to help your child. Tell us the age and sex of your child. Explain what you would do and why. What channel or channels of input are you going to use?

(Reinforce each parental response. Ask others to contribute ideas and allow them to suggest different ways. Be sure to give everyone a turn.)

(At this time additional theories and facts can be presented, as they come up in the discussion. Presenter should be careful not to dwell on things and should keep discussion parent-centered. Responsive environment philosophy and subjects covered in previous sessions should be referred to and reinforced.)

(Be sure to clarify teaching as creating a learning environment, not the sterile importing of facts. Reinforce this by example. Practice what you preach.)

(Challenge them to inject ways of teaching: 1. laterality 2. spacial relationships 3. rhythm 4. body awareness 5. body image 6. eye-hand coordination 7. visual tracking 8. Listening skills 9. sequence 10. knowing the answer to who, what, when and where questions 11. integrating information from several sensory channels 12. rote memory 13. concepts of number, time, pace.)

(Encourage the parents to use multi-sensory modes, movement activities, and achievement-oriented games.)

PARENT WORKSHEET

SESSION XI

Content: Application of sensory motor learning theory.

Cephalo Caudal _____

_____

Proximal Distal _____

_____

gravity _____

functioning at the automatic level _____

laterality _____

bilaterality _____

cross-laterality _____

input _____

processing _____

output _____

sensory input channels _____

This is an evaluation of the program and the presenter. We need your honest opinion and comments.

_____ SESSION XI _____

Class Date

BY THE END OF THIS SESSION YOU WILL BE ABLE TO:

	Accomplished	Not Accomplished
1. Participate in group discussion expounding virtues of good motor development.	_____	_____
2. Demonstrate to the group ways to use a toy or article to stimulate the development of a child using one or more sensory channels.	_____	_____
3. Understand why my child needs help in his sensory motor development if he is going to be assured of success in school.	_____	_____
4. Conduct a variety of sensory motor activities programs for my child.	_____	_____

COMMENTS:

Return this sheet to the presenter at conclusion of today's program.

ASSIGNMENT CONTRACT

_____ Class

_____ Date

Select one or more of the following and return to presenter.

1. _____ I do not think I will be able to complete a project.

2. _____ By the next session, I will determine the laterality (eye, hand, leg) of my child. (if child is of sufficient age.)

3. _____ By the next session, I will do at least one of the activities in the sensory motor handout with my child.

4. _____ By the next session, I will make or have made one of the exercise tools shown on the last page of the sensory/motor handout.

NAME _____

ADDRESS _____

_____

_____

_____
Janey Montgomery
Coordinator, Parent/Child Project

_____
M. F. Walden
School Psychologist

Marshall-Poweshiek Joint County System
9 Westwood Drive
Marshalltown, Iowa 50158

I understand that if I complete assignments during Sessions X and XI, I will receive a handout for each assignment completed. (Total limit 3)

SESSION XII -- OPEN SESSION

DISCUSSION GUIDE

I. Parent-planned tours or discussion session

Basic requirements of session

I. Checking in all toys
   A. Previous toy
   B. All other toys that have not been returned

II. Collecting "Questions asked at end of course?"
   A. Handout questionnaires to be mailed
   B. Oral evaluation of the total program

III. Presentation of certificates, awards, library cards

SESSION XII OPEN SESSION

DISCUSSION GUIDE

Introduction

Materials needed:

1. all records complete.
2. attendance awards - library cards.
3. home assignment awards - notebooks.
4. Learning Episode Evaluation Award - certificate and total inventory of toy library.
5. record of previous toys not returned to classes.

Session twelve is to be completely parent planned at the end of session eleven. Previous classes have elected to have an open discussion with invited guests as consultants or just their own discussion or coffee. Many who have toured the toy lending library as part of the two-hour session.

Several out-of-town classes have planned entire day programs with tours and luncheons. Many visited classes at Pleasant Hill Developmental Center and the "open spaces" concepts at Fisher and Hoglan schools. Others visited the Area VI Media Center and the Mid-Iowa workshop. Special dutch luncheons with the Joint County Staff have also been possible.

The only basic requirements of the session include 1. checking in all previous toys 2. collecting questions asked at the end of the course 3. handout questionnaires or oral evaluation of the total program and 4. presentation of certificates, awards, and library cards.

QUESTIONS FOR DISCUSSION AND EVALUATION:

1. What are the major strengths in the program?

2. What are the major weaknesses in the program?

3. What additional areas of discussion would you like to have had included?

4. Which topics were most interesting and beneficial to you?

5. What approach to the presentations did you enjoy the most?

6. How could the program have been more beneficial--as far as carrying over into your home?